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ABSTRACT

This publication is the final interim report for an experimental program intended to plan, implement, and evaluate an educational voucher system in the New Hampshire communities of Allenstown, Candia, Deerfield, Hollis, Hooksett, and Salem. This particular report covers the period from July 1, 1975 to May 31, 1976. The first section of the publication consists of a relatively brief narrative report of different aspects of the voucher program during its final 11 months. This section is divided into five subsections that focus in turn on program monitoring, technical assistance, communications efforts, policy and systems development, and research design. Most of the publication consists of an extensive appendix that contains a variety of letters, memoranda, and the minutes of meetings involving the voucher program. A number of these documents refer to the Salem school district's decision in the fall of 1975 to join the original five districts involved in the program. (JG)

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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

EDUCATION VOUCHER REPORT

FINAL REPORT

JULY 1, 1975 - May 31, 1976

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EA 009 514

Prepared by
W. H. Milne
Project Director
May 1976

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Final Report

This report addresses itself to the tasks enumerated in the Statement of Work, dated June 2, 1975, which covers the extension of NIE-G-74-0002 from July 1, 1975 to May 31, 1976. (Appendix A)

The report of the period from January 1, 1975 to June 30, 1975 has been previously submitted.

I. Monitoring

From the beginning, the local project director and the state director scheduled at least one conference per week; additional ones, if the situation warranted. In actuality, the state and local project directors were in communication with each other several times each week. The most important monitoring task was to try and insure that the model that evolved was within the parameters of the New Hampshire model.

As the project developed, it soon became apparent that the model being developed was in conflict with the New Hampshire model described in the Feasibility Study, 11/14/73. One of these distortions was the desire for additional criteria (not specified) for the approval of schools eligible to receive voucher students. The Feasibility Study clearly stated that schools eligible to receive vouchers must be approved by the State Board of Education. Another major change was the decision not to permit program and budgetary autonomy to an alternative established by the school board of the participating district. Other departures from the New Hampshire Model were that the Voucher Review Committee was to be composed of the local school board only, and that vouchers were to be distributed only to those students leaving the district. (Appendix B)

As a result, the local and state directors agreed that it was necessary that all parties involved should meet to discuss these changes.

The local director arranged a meeting with the Executive Board of the local project, the superintendents, the Center for the Study of Public Policy (representing the National Institute of Education), the State Board of Education, and the State Department of Education. The meeting took place on November 25, 1975.

Until the Executive Board meeting in October 1975, at which time several decisions were made which distorted the New Hampshire model, it had been understood that a participating district could establish two alternatives within its district provided these alternatives had program and budgetary autonomy; or that an alternative(s) could exist outside the district, public or private. The value of the voucher would have to be sufficient to guarantee the parent a choice of two alternatives. The parent had the option of choosing another alternative anywhere in the fifty states, but if the latter option were exercised any additional tuition must be met by the parent.

At the meeting of November 25, 1975 the Executive Board was told that their grant was to study and plan for the implementation of the New Hampshire model, not to study some other model. They were further told that alternatives must be autonomous, that however many different programs a district might set up, they would be viewed as but one alternative. Thus, the second alternative would be either a private supplier within the district or a public or private supplier outside the district. Choice, then, would exist when the value of the voucher would permit a parent to choose between two autonomous suppliers of education. (Appendix C) Thus, the five districts were left with the choice of either complying with the conditions stated at the November 25 meeting or of discontinuing the study. (Appendix D) It should be noted that responding to the local director, the National Institute of Education stated ".... it seems silly to call an entire public school district (like Salem) one alternative; on the other hand, an Alum Rock "mini-school" does not seem appropriate. A middle course - requiring distinctively different programs (the building level) seems valuable." (Appendix E) This introduced a somewhat different approach to the definition of an alternative. The state director requested clarification of several points with respect to this differing interpretation but there was no written response. (Appendix F) The issue was finally resolved by the Commissioner of Education who defined an alternative in the manner in which it had originally been understood. (Appendix G)

At its December meeting, the Executive Board instructed the local project director to pursue the Phase II tasks in accordance with the definition of the New Hampshire model spelled out at the November 25 meeting. (Appendix H)

As provided in RSA 194-A, the voucher enabling legislation, the State Board of Education was empowered to set up the rules and regulations for the conduct of the test. Using as a basis RSA 194-A, the Feasibility Study of 1973, and the local project Phase I & II Reports, the project counsel drew up a set of rules and regulations for the conduct of a test. These regulations were reviewed, by the local project director and staff, the state director, Commissioner/Deputy-Commissioner of Education, and project consultant. Suggestions for change were made. These were reviewed by the project attorney and most were incorporated in the document presented to the State Board of Education. On February 23, 1976 the proposed rules and regulations for the conduct of a voucher test were presented to the State Board of Education. (Appendix I)

It should be noted that the only significant modification was the incorporation of a "self-certification" procedure - a school would have to declare that it was eligible under the Constitutions of the United States and the State of New Hampshire to receive publicly raised tax monies. Furthermore, it would have to agree to defend that declaration if called upon to do so.

It was also made part of the regulations that, with respect to schools outside the State of New Hampshire, the New Hampshire State Board of Education would accept them as approved if they were approved by the duly established approval agency of the state in which they were located. Private schools, however, would also have to meet the "self-certification" requirements.

II. Technical Assistance

Whenever it became necessary, upon request of the local director, the state office would arrange for meetings with various personnel in the Department of Education and other state agencies. Meetings were held with the Chief of the Division of Administration and with specific personnel in his division, with personnel in the Division of Instruction, Vocational/Technical and Vocational Rehabilitiation (Special Education). There were also meetings with personnel of the Department of Revenue Administration. From time to time, meetings were held with the Commissioner of Education and/or the Deputy-Commissioner. Whenever the state office could provide assistance, it did so. Several members of the New Hampshire General Court requested that they be kept informed of progress. The NHEA was also given periodic reports of voucher development.

III. Communications

In the area of Communications, the state director responded to requests for information from interested citizens in other school districts. At the request of the Superintendent of Schools, the state director met with the Wakefield School Board, described the voucher proposal, and answered questions relative to the voucher concept. No further pursuit of the voucher concept was made by the Wakefield Board, probably because of their small size and more importantly, because they were part of an AREA agreement. (Appendix J)

Two other school districts that had established committees to study their educational needs, Bow and Andover, made inquiries as to various aspects of the voucher program. A representative from the Bow Educational Study Committee met with the state director. The state director met with the entire Andover study group, discussing the voucher proposal and answering questions. In both instances, the study committees were preparing themselves for a report to their respective school districts. The state director also met with a representative from a private school, Kimball Union Academy, to update him on the voucher proposal. The local and state directors met with the executive committee of the Non-Public Commission to report on the status of the voucher project.

In early November 1975, information was received that there were people in Salem still interested in the voucher concept. A consultant to the local project visited the Salem Superintendent of Schools, and as a result appeared before the Salem School Board. At this special meeting the board was given a status report and were informed about the manner in which Salem could participate if the board was still interested. (Appendix K, see also Appendix D)

The Salem Superintendent of Schools wrote to the Commissioner of Education on November 10, 1975 requesting that the State Board of Education declare the Salem School District eligible to further study the voucher system. (Appendix L) The minutes of the regular Salem School Board meeting on November 18, 1975 noted that the board had authorized notification to the State of Salem's interest in pursuing the project. (Appendix M)

In accordance with instructions from the State Board Chairman, the Deputy-Commissioner of Education called the members of the State Board. Pursuant to the authority granted the State Board of Education under RSA 194-A, the State Board unanimously approved Salem's request. (Appendix N) The results of the telephone poll were ratified at the December meeting of the State Board of Education. (Appendix O)

The subject of Salem's entry into the studing/planning project was taken up at the Executive Board meeting on November 25, 1975. After considerable discussion, it was decided to delay the request for an amendment to include Salem until the local project director provided the Executive Board with additional information with regard to the legality of this approach and the financial requirements necessary for Salem to accomplish the tasks. (Appendix C)

At the December 15, 1975 Executive Board meeting, the previously requested information was provided and the Executive Board approved requesting NIE to amend the original proposal to include the Salem School District. Furthermore, the National Institute of Education was also asked to approve the allocation of a maximum of $25,000 to the Salem School Board for the preparation of a proposal, contingent upon the Salem Board's agreement to present a proposal at its 1976 school district meeting. (Appendix H) The Salem School Board accepted these conditions. (Appendix P)

Many inquiries from various parts of the country have been received. Considerable correspondence took place between the state director and the Institute of Economic Affairs in London, England. Much of the material supplied was incorporated in Hobart Paper 64, Experiment with Choice in Education, published by the Institute of Economic Affairs.

Each month, the state director prepared a report to the Commissioner of Education for submission to the State Board of Education. Many of the reports were also later sent to interested legislators and the New Hampshire Education Association.

At least once a week, an oral report on the project was made to the Commissioner and the Deputy-Commissioner of Education. Also, a summary of the New Hampshire project was prepared for dissemination. Initially, it was sent to all New Hampshire Superintendents and then was also sent as part of any request for voucher information.

IV. Policy and Systems Development

While all school districts have filed evidence with the State Department of Education that they are in compliance with the provisions of the Civil Rights Act of 1964, a new form will be required to be duly signed and filed with the State voucher office. (Appendix Q) Should it become necessary for a school district to provide other assurances, no difficulty in securing compliance is anticipated.

Undesirable effect, as it is being used in the voucher demonstration, will refer to only those issues or effects that are matters of paramount social concern. The rationale for designating an area as one of possible concern, must be of utmost social concern regarding the consequences of a particular aspect of the voucher demonstration. Such occurrences would be the exception rather than the rule, capable of clear definition and verification prior to the actual inception of the demonstration.

With this in mind, three possible undesirable effects in the New Hampshire Model have been identified: forced segregation; discrimination against any individual on the bases of race, religion or social background, (the demonstration does not prohibit voluntary segregation on these bases, if individuals are capable of making a choice and so choose such alternatives); and any increased involuntary concentration of low ability and low achieving students in any particular school. Voluntary increase in concentrations of such students is, of course, allowable since certain schools will presumably solicit students on the basis of the students' abilities, interests, and achievement levels.

Effects that are other than those of a paramount social nature, yet which may affect operational concerns of either parents, teachers, or school administrators will be dealt with on an individual case-by-case basis. Perspectives on the viewpoint from which the effects arises may be of utmost importance when considering any given effect. Frequency of occurrence must also be considered. An abundance of new rules and regulations must not be developed merely because of a potential or individual fear. Student population shifts, reallocation resources, and innovation are parts of the assumptions to be tested. The actual demonstration will evaluate and document whether students change schools, parents become more involved, educational resources are reallocated, or if new educational administrative systems evolve.

The State Board of Education in each of the contiguous states sets up the rules and regulations for the operation of each state's public school system. While the guidelines for meeting individual state requirements may differ in detail, generally speaking, they cover the same areas.

These include such items as facilities, curriculum, teacher certification, administrative procedures, evaluation, financing, and so forth.

In Maine, New Hampshire, and Vermont, the State Boards of Education approve private schools. In Maine and Vermont, to get approval a private school must, with some exceptions, meet the same regulations that are applied to public schools in those states. In Massachusetts, approval of private schools is the prerogative of the school committee of the town in which the private school is located. Generally, it is necessary to obtain a license, meet certain health and safety standards, and provide information relative to curriculum and financial status. (Appendix R)

There is no evidence to date that there are any regulations in the contiguous states that would prevent schools in those states from accepting voucher students. Private schools would have to certify as to their eligibility to receive public funds. (Appendix S)

The Revised Feasibility Study made it perfectly clear that any school, public or private non-sectarian, that was approved by the New Hampshire State Board of Education was eligible to receive voucher students. The procedure for the approval of New Hampshire schools, public or private, are contained in the following documents: Minimum Standards and Recommended Practices for New Hampshire High Schools; Minimum Standards and Recommendations for New Hampshire Public Elementary School Approval; and Nonpublic Schools in New Hampshire - Regulations and Procedures for School Approval. (Appendix T)

Brief summaries of the aforementioned documents were to be provided by the local project office to any interested parties. The complete documents and/or request for approval could be obtained from the New Hampshire Department of Education, Chief, Division of Instruction. As discussed previously, schools located outside New Hampshire would have to present evidence of approval by the duly constituted approval agency of the state in which they were located. Private schools would also have to meet the "self-certification" procedure.

A parent would have choice when the voucher value would provide that parent with an option between two approved schools, public or private. After the first year, the Voucher Review Committee's primary task was to review available suppliers of education and make a recommendation to the local board as to the value of the voucher. The parent would also have the option of choosing a third supplier of education with the understanding that if the tuition were greater than the value of the voucher, the parent would be responsible for the additional cost.

The problem that developed, fully discussed in a previous section, was what constituted an alternative - a school or program with budgetary/program autonomy established within the participating district or separate, autonomous suppliers of education. This problem was finally resolved as indicated. (Appendix G)

Any New Hampshire town that has adopted the provisions of the Municipal Budget Law must have a budget committee which is either appointed by the town moderator or, more commonly, is elected at-large. This committee consists of three, six, nine, or twelve members-at-large, plus other designated representatives - a selectman, school board member, and a representative from each village district. This is a most powerful body with respect to town financial matters. Its duty is to prepare and approve budgets for town, school, and village districts. The total expenditures approved by the budget committee for any of the aforementioned divisions cannot be increased by the voters by more than ten percent. The ten percent allowable above the total recommended budget is computed on the total amount recommended less that part of any appropriation item which constitutes fixed charges. Thus, if a total appropriation for school expenditures approved by the budget committee, after subtracting fixed charges, is $1,000,000, the most it can be increased by the voters is $100,000- no matter how worthwhile a given project might be in the eyes of the voters.

If a school district does not operate under the Municipal Budget Act, then it is the duty of the local school board to prepare and submit the budget to the people for action at the school district meeting. Candia was an example of the latter.

Thus, a local budget committee can often determine the outcome of an item or warrant article by not approving the appropriation. The voters can only increase the budget committees' approved total appropriation by not more than ten percent. It should be noted that a school board is only bound not to exceed the amount appropriated by the district and can, therefore, reallocate monies within the approved budget.

Therefore, one can readily see that, even if the voters in a school district were unanimous in favor of the voucher article submitted, if that article were submitted without budget committee approval, the total approved appropriation could be increased by an amount (ten percent) which in each instance would not permit a voucher test to operate. (Appendix U)

Several sessions were held with the Director, Municipal Accounts Division, of the Department of Revenue Administration. The two main points of discussion were whether it would be necessary to develop a new accounting form for voucher participating districts and how to best indicate voucher expenditures and revenues.

It was early decided that there was no need to develop new reporting forms or procedures, that the current reporting forms were quite adequate. After considerable discussion, the Department of Revenue Administration recommended that the federal voucher monies to be expended by the local district, be indicated in the same manner as the district indicated its expenditures of local funds -- by category and item -- i.e., if some of the incentive grant were to be spent for Instructional purposes, then that amount would be placed in the 200 series under the item describing the particular use --220.00 for School Library and Audiovisual Material, as an example. This, then, would necessitate a determination by school authorities of the manner in which voucher funds were to be expended.

The local project director indicated the manner in which the Department of Revenue Administration preferred to see the expenditure of voucher funds handled. The superintendents objected to this and indicated they wished to report the expenditures as a lump sum under a new series, so that voucher funds would be kept separate from other expenditures. Similarly, on the revenue side of the reporting form, a new category of expenditures (vouchers) would be indicated. While this method was deemed less desirable than the recommended one, it was permissible. (Appendix U)

The local project attorney reviewed the material to be included in the voucher warrant article and put it in the proper language. (Appendix V)

One of the most important problems was the sectarian question. In the original Feasibility Study, all private schools were included in the New Hampshire model. Upon advise of counsel, federal and state, it was decided not to include sectarian schools in the Revised Feasibility Study, November 14, 1973.

In July of 1975, a meeting was held in Boston to discuss the sectarian question. In attendance were the general counsel for the United States Catholic Conference, a nationally known legal representative of other religious minority groups, the New Hampshire State Board of Education Chairman, representatives from the Center for the Study of Public Policy, a representative from the Catholic Diocese of Manchester, a consultant to the local project, and the state director. All aspects of the sectarian problem were discussed.

A follow-up meeting was held in Concord the latter part of July 1975. Present were the State Board of Education Chairman, the Commissioner of Education, state and local voucher directors, a consultant to the local project, and a project attorney. The discussions that took place at the Boston meeting were reviewed. Whether or not sectarian schools were included in the New Hampshire voucher test, there would have to be a determination as to what constituted a sectarian school. It was concluded that to define a sectarian school was virtually an impossibility. The solution adopted has been referred to as a "self-certification" policy. Each private school would determine for itself whether or not it was eligible to receive public monies for educational services under the Constitutions for the United States and the State of New Hampshire. It was to be required that a private school so certifying, demonstrate its financial ability to defend its "self-certification" and to return public monies accepted, should a court so order. The project attorney was requested to develop a policy among these lines. This was completed and became part of the rules and regulations for the conduct of the test. (Appendix W)

Investigation as to the types of federal and state aid being received by the districts involved in the study indicated that in general, any loss due to participation in a voucher test would be negligible.

There are a few aid categories where there could have been some loss if any district experienced a substantial shift in student population. The ares are: Foundation Aid; Sweepstakes; Driver Education; and the Federal School Lunch and Special Milk Program. (Appendix X) Based upon the anticipated shift indicators for each of the participating districts, the federal commitment to cover such losses would not have been substantial.

It was to be the responsibility of the State Board of Education to continue to execute its established policy for the approval of schools, both public and private, in accordance with the procedures established in the following: Minimum Standards and Recommended Practices for New Hampshire High Schools; Minimum Standards and Recommendations for New Hampshire Public Elementary School Approval; and Regulations and Procedures for School Approval - Non Public Schools in New Hampshire. The State Department of Education would continue its responsibility for verifying the information supplied in response to the approval procedures required in the aforementioned documents. (Appendix T) These activities would ensure "truth-in-advertising" as required under the New Hampshire model.

It was to be the responsibility of the voucher participating district to distribute vouchers to all the resident parents/legal guardians of the eligible students. The local project would be responsible for establishing the method of determining student eligibility in accordance with New Hampshire law. At the same time, the local district would set up an appeals procedure to handle disputed claims.

The only significant modification of the New Hampshire model was the development of a "self-certification" policy rather than developing a definition for sectarian schools - a definition that could not conceivably cover all aspects as to what constituted a sectarian school. This "self-certification" procedure was included in the rules and regulations for the conduct of the test.

V. Research Design

A major task of the state voucher office was the development of an evaluation design that would provide the State Board of Education and the Department of Education with the data necessary for a determination of the validity, or lack thereof, of the assumptions to be tested - as indicated in the Revised Feasibility Study, November 14, 1973. This was done. (Appendix Y)

The document was sent to the consultant who was producing an evaluation design to meet the needs of the local school districts. The two documents were combined into one which would satisfy the needs of the state and the local school districts. (Appendix Z) This document was forwarded to the National Institute for review and for interfacing with the Federal needs.

Beginning on March 1, and ending on March 12, Allenstown, Candia, Deerfield, Hollis, and Hooksett had each voted on a voucher article and in each instance, had overwhelmingly defeated it. A concentrated effort had been made in the Salem School District by the local project staff. (Appendix AA)

The fact that the Salem Board had approved the voucher article and that the article was inserted in the school district warrant with Budget Committee approval, seemed to indicate a chance for acceptance by the voters. Add to this the strong support of the local newspaper, school board members, a state senator, and other leading citizens - and the chance of success was a distinct possibility. However, at the Salem School district meeting on March 20, the voucher article was defeated by a 2 to 1 margin. Only about 400 Salem voters attended the meeting. (Appendix BB)

In retrospect, the failure of the voucher concept basically resulted from fear.

An examination of the survey results indicate that a majority of parents were satisfied with their school system. While some were critical of some aspects of their children's education - quality, lack of discipline, the administration, the teachers, lack of individual attention - these same parents were fearful that the impact of an unknown quantity would be harmful in the areas of their particular concern. Overall, the majority of parents were proud of what had been achieved and were fearful that they might be taking a backward step. There was also the fear that student shift might be greater than anticipated and thus cause additional problems.

An additional fear, a very real one, was that participation in a voucher test would result in the necessity of raising additional money through taxation. After completion of the survey, it was possible to make a reasonable estimate of student shift. This fact, coupled with figures for a voucher value that would give choice, indicated that some districts would have to raise additional money just to participate in the test because the incentive grant would not be sufficient to cover the loss incurred from exiting students. In other districts, the potential for gain ranged from a relatively modest sum to a fairly substantial amount of money - dependent upon the accuracy of the predicted student shift. Again, it must be pointed out that monies lost as a result of voucher students leaving the school district were supposed to be made up through the incentive grant.

Furthermore, there was the fear that when a district ended participation in the project, whether at the conclusion of the test or at some other point, the transition would mean more taxes. It is unfortunate that voting on a project which had some financial risk should come during a time of economic recession. People were not in a mood to take financial risks - one district voted down a bond issue for an addition, voted down the voucher project, and then proceeded to cut the school budget. Another district voted down the voucher project, modest sums for golf and tennis teams, and an additional pay raise for teachers.

There were other fears expressed at some of the district meetings. Most of these vague fears were due to an inadequate understanding of the voucher proposal. Among these were: the voucher value wouldn't be adequate to provide choice; transportation would prove a limiting factor; no assurance of continued government funding; and it established government bureaucracy upon the district.

Another factor which undoubtedly played a role in the defeat of the voucher concept was the disillusionment, particularly on the part of board members and administrators, over the use of the incentive grant.

From the beginning it had been stated that, as an inducement to participate, a school district would receive from the federal government an incentive grant. This grant was to be 30% of the total appropriation voted for the support of schools in the base year. It was further stated that this money could be used in any way in which a district could legally expend money. This appealed to school boards and administrators for they saw an opportunity to do things which previously could not be done because of lack of money. Some saw this grant as affording an opportunity to bring about a reduction in taxes. More often, though, it was seen as an opportunity to improve programs or to create new programs in response to parental demands, in an effort to retain students who might possibly leave the district. When it became evident that it was possible that the entire incentive grant, or most of it, would be used up in covering student shift, then disillusionment set in. The incentive grant was not viewed as being a incentive, but as something which in the first instance had to cover financial losses. Few board members or administrators saw that possible losses due to student shift would result in subsequent economies that would offset the losses. Thus, the only alternative was to use the incentive grant which the federal government felt had to be held to 30%. It appeared to many that the risk was considerably greater than any possible gain.

In conclusion, a request was made to NIE for a one-month, no-cost extension for the purpose of giving adequate time to prepare a proposal if a test were to take place or to properly conclude the project if there was to be no test. NIE approved the request and the Governor and Council approved the extension of the grant to May 31, 1976. (Appendix CC)

Despite the failure of the school district voters to approve implementation, the New Hampshire model, with some revisions, is an idea worthy of a test.

NATIONAL INSTITUTE OF EDUCATIONAL GRANTS
to
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

4/30/76

		Project to Date	Estimate for May
A.	Personnel		
	*1. Full Time	$ 48,154.46	$1,348.60
	2. Temp. Clerical	12,896.31	171.62
	3. Consultants	12,915.89	
	4. Legal Aid	1,350.00	
B.	Fringe Benefits	4,467.24	452.93
C.	Travel	3,535.58	
D.	Supplies	3,649.31	
E.	Equipment Rental	4,787.24	67.50
F.	Contractual Services	12,500.00	
G.	Other Direct Costs		
	1. Space Rental	6,384.00	275.00
	2. Printing	6,730.57	
	3. Communications	3,613.35	
	4. Information Dissmination of Referendum Costs	3,133.13	
	5. Moving Expense	98.50	
	TOTAL	$124.215.58	$2,315.65

$ 88,227.00	- Orginal Grant	$130,229.64	- Total Grant
5,755.19	- Supplementary Grant	124.215.58	- Expenditures
7,797.45	- " "		
28,450.00	- " "		
$130,229.64	TOTAL	6,014.06	Balance as of 4/30/76

* Included in this amount are Workmen's Compensation Payments to James Leonard in the amount of $7,595.28.

Statement of Work

This grant would permit the New Hampshire Department of Education to perform the following tasks:

I. Monitoring

A. Maintain a continuing and on-going overview of the progress of the local districts as they proceed through the study/planning phases. As stated in Appendix I, Phase I d, NIE-G-74-0002, the state voucher project director is responsible for "monitoring the local refinement and tailoring of the model for the particular site (the model must be consistent with the model proposed by the state)".

B. The voucher enabling legislation (copy attached) authorizes the State Board of Education to promulgate reasonable rules and regulations for the conduct of the voucher test. The Study/Planning Proposal of July 12, 1974 permits the local districts to develop the systems and guidelines under which the voucher test will operate. The state voucher office will review the reports of Phase I and Phase II activities of the Study/Planning Proposal to insure consistency with the Feasibility Study and general model design. The state voucher office will be responsible for taking the rules and regulations contained in the Phase I and Phase II reports and presenting them to the State Board of Education for adoption.

II. Technical Assistance

It is important that the State Department of Education, through its voucher staff, provide continual assistance to the local project director and his staff. This would be accomplished through:

A. Intradepartmental liaison - acting as an intermediary between the local director and the various Divisions of the Department of Education.

Examples would be:

1) Paul Fillion, Chief, Division of Administration with respect to administrative procedures, school district reorganization, education information, reporting procedures, development of new financial reporting forms. (copy School District Financial Report attached).

2) Irving Hoag, Jr., Business Administrator, with respect to financial reporting procedures, possible development of new budget forms.

3) Frank Brown, Chief, Division of Instruction for information and assistance relative to school programs and curriculum development, school approval, ESEA Title Program.

4) Neal Andrew, Chief, Division of Vocational Technical Education relative to vocational programs and costs.

5) Bruce Archambeault, Chief, Division of Vocational Rehabilitation with reference to special education regulations and costs.

6) H. Stuart Pickard, Director, Planning and Evaluation unit.

7) With Commissioner of Education, Dr. Newell J. Paire, and Deputy Commissioner, Dr. Robert Brunelle as the need warrants. (see liaison chart).

B. Interdepartment liaison - with other state agencies that may be called upon to provide assistance or information to the voucher project. Examples are: Attorney General's Office; the Executive Department; and the Legislature.

While not a state agency, there is an important liaison role between the state voucher office and the New Hampshire Education Association.

C. Assistance role - utilization of any special talents of the state director with respect to such things as school procedure, school personnel workshops - also making arrangements to have available to the local districts at their request those department personnel working on new programs and/or curricula (Feasibility Study, page 59, 4.2).

III. Communications

A. An important function of the state voucher office will be that of meeting with additional school districts that evince an interest in becoming part of the study/planning project. Since May 1, the state director has met with an interested group of citizens, the superintendent, two school boards, and has participated in two public information meetings in the school districts of New Boston and Chester.

Pursuant to the amendment to RSA 194-A, voucher enabling legislation, (Section III. Eligible Districts), should any districts elect to apply for a study/planning grant or to be considered as a test site prior to June 15, 1978, they may do so subject to regulations established by the State Board of Education. It would be the state project director's responsibility to prepare such regulations for the State Board of Education's approval.

B. The state voucher office will act as the center for the dissemination of information relative to the status of the voucher project to the State Board of Education, Commissioner of Education, the Chiefs of the Departmental Divisions, and the school superintendents throughout the state. The state voucher office will also respond to requests from the news media, community organizations, and individuals interested in the proposed test.

Additionally, the state voucher office will be responsible for any reports required by the State Board of Education, the Legislature, and/or the Executive Department.

IV. Policy and Systems Development

In compliance with the Feasibility Study, November 14, 1973 and the Study/Planning Proposal of July 12, 1974, it will be incumbent upon the state voucher office to:

A. Insure that no one is discriminated against on the grounds of race, color, or national origin. In addition to public schools filing assurances of compliance with the Civil Rights Act of 1964, all non-public schools participating in the project must do likewise. (Feasibility Study, November 14, 1973, pg. 21).

B. Consult with NIE to determine the project effects they consider unacceptable and the points at which changes would be initiated. This plan shall deal with possible undesirable effects on pupils and on school district personnel. (Feasibility Study, pgs. 21 & 22, Study/Planning Proposal, pg. 7, #9).

C. Determine if any regulations or restrictions in contiguous states might affect acceptance of vouchers, insure that public and private schools redeeming vouchers will accept the evaluation-audit process, and make available to the local districts the list of approved public and private schools. (Feasibility Study, pg. 23, iii; Study/Planning Proposal, pg. 11, C).

D. Make available the approval procedures for schools outside, as well as within New Hampshire, provide forms requesting approval status, and indicate any specific information required prior to payment of vouchers. (Feasibility Study, pg. 23, i).

E. Develop, with the local districts, the criteria by which a student would be determined as having a choice of Educational Programs. (Feasibility Study, pg. 21, ii; Study/Planning Proposal, pg. 6, #6).

F. Review the school district warrants to insure that voucher related articles are in compliance with the enabling legislation and the New Hampshire Municipal Budget Act.

G. Insure that structuring of project accounts are in compliance with state accounting procedures, secure approval of any new formats or amendments to current reporting procedures. (Study/Planning Proposal, pgs. 9 & 10).

H. Develop a legal definition of a sectarian school. (Feasibility Study - pg. 30).

I. Determine what loss of state and federal categorical funds, if any, that the local districts might incur because of participation in the test. (Feasibility Study, pg. 24, ii).

J. Develop, in cooperation with the local project office, procedures to safeguard against fraudulent voucher claims. (Feasibility Study, pg. 18, vi).

K. Prepare for State Board of Education approval such modifications of the Feasibility Study that may be deemed necessary by the local districts.

L. Do any and all other tasks that may be required by the State Board of Education pursuant to the authority invested in it by RSA 194-A.

V. Interface Research Design with Federal Evaluation Process

The development of this task entails specifying the data needed by the State and the process for the analysis and evaluation of the data. (completed-see Program Narrative - "State Needs for Data and Analyses"). To be developed is the needed personnel to carry out the analysis and data function.

The above-mentioned report of State needs must be interfaced with the federal and LEA evaluation design. "An evaluation of the effectiveness of instruction in the voucher schools. Primary responsibility for this evaluation rests with the LEA with the SEA having prime responsibility for auditing. Both the New Hampshire State Board of Education and the federal agency have substantial interest in the public policy implications of the voucher plan. Each will conduct independent evaluations, but will share data and use common data collection instruments whenever practicable." (Feasibility Study, page 58, 4.0 b & c).

Administration of the Grant

This grant is to be administered by the Commissioner of Education or his designee. That the tasks set forth in the Statement of Work may be properly carried out, a project staff consisting of a director with part-time secretarial assistance is a necessity. Additionally, there will be a need for consultant services, particularly in the legal, programmatic and research areas. Consultant services will be needed in the areas of evaluation design and analysis when such expertise is not available within the Department of Education.

EXECUTIVE BOARD MEETING

October 15, 1975

MINUTES

The Executive Board of the Education Vouchers Study & Planning Project convened on Wednesday, October 15, 1975 at the Sheraton Wayfarer, Bedford, N.H. at 7:00 p.m.

In attendance were: Superintendents - Gerald Croteau, David Cawley and Roland Schoepf; School Board Members - Romeo Descoteaux, Gerald Lavoie, James VanVliet, Pearl Rideout, Mrs. Joseph Stiles, Bruce Larsen and Leo Sack; Local Voucher Project Staff - Melvin J. Severance III, Robert Fay and Barbara Rousseau; William Milne from the State Voucher Office; Site Historian, Gordon Donaldson; and Secretary, Barbara Richard.

Mr. Severance distributed the verbatim transcript from the last meeting and requested that because of the length of the transcript the members review it for completness/changes/acceptance at our next meeting.

NEW BUSINESS:

Mr. Severance opened discussion regarding the process to be used for taking minutes in the future.

Mr. Croteau moved that in view of the length of the minutes from our last meeting--21 pages--we should discontinue verbatim transcripts and just have regular minutes.

The motion was seconded and carried.

Mr. VanVliet urged that in order to provide a literal record/transcript of the discussions at these meetings, we should tape record them and retain the tapes on file for future reference.

In the course of discussion which ensued, the questions of confidentiality and ownership of the tapes arose which resulted in the motion by Mr. Cawley that the meetings not be taped until such time as legal counsel gives us a descision regarding the above two questions--confidentiality and ownership.

The motion was seconded and carried.

Mr. Severance posed the question, "What will the Voucher Review Committee look like?"

He reviewed the duties of the VRC as being to determine and recommend a voucher value to the school district, pointing out that the local project staff would assist the VRC in determining this voucher value for the first year.

Mr. VanVliet countered that the school board should accomplish this task. He expressed concern with the formation of another "bureaucratic" structure and having to "sell" the need for it to the taxpayers.

Mr. Lavoie moved that the school boards in the respective voucher districts act as the VRC.

The motion was seconded and carried.

Mr. VanVliet then moved that discussion of the structure of the EVA be tabled until such time as we know how we can receive the funds.

The motion was seconded and carried.

Mr. Severance distributed the local project staffs' updated position paper on the definition of an alternative school.

The discussion which followed resulted in a motion made by Mr. Lavoie that we eliminate the first two paragraphs on page one of the handout (see attached sheet) and change the third paragraph on the first page to read as follows: "A parent must be guaranteed a choice between at least two alternatives."

The motion was seconded and carried.

Mr. Severance then distributed the Voucher Value Determination Table and explained that the first figure in the Total column beside Net Appropriations represented the local project staffs' calculation of the 30 percent incentive grant for the five years of the demonstration. He emphasized that the estimated per pupil costs for 75-76 were just that--an estimate.

Discussion followed regarding the question of how the districts would receive the incentive grant--in one lump sum or in five pro-rated amounts over the five-year period of the demonstration. Also, brought out in the discussion was the question of what could be done with this money, however it comes into the district, to ensure that it is not used by the district to lower the tax rate. Could the money be invested? If so, what happens to the interest income over and at the end of the five-year demonstration? Can the districts keep the interest or must it be returned to NIE? The Executive Board requested that Mr. Severance obtain the answers to these questions from NIE.

In regards to the question of per pupil cost and the value of the voucher, Mr. Schoepf presented the opinion that the voucher value has to be sufficient to provide the alternative. After confirming that the voucher could be spent anywhere in the continental United States, the group arrived at a consensus that they must provide a voucher of sufficient value to meet the costs of at least one alternative.

Mr. Severance asked the group whether they would be interested in knowing the individuals in their communites who had expressed an interest in vouchers beyond the mailings which went out to the communities. The group answered affirmatively; we will be mailing this list to them within the week.

The group also discussed the question of approval of non-public schools in New Hampshire. The group decided that they would review REGULATIONS AND PROCEDURES FOR APPROVAL OF NON-PUBLIC SCHOOLS IN NEW HAMPSHIRE prior to the next meeting as preparation for further discussions.

A last point of discussion among the group--to be investigated later in depth--was the question of a possible increase in the amount of the incentive grant.

At the close of business, Mr. Severance related some planned activities for the coming month; to include: a meeting with the Deerfield Budget Committee, meetings with teachers in the voucher district schools, and identification of and scheduled meetings with interested members of the voucher districts.

Mr. Severance called for a motion to adjourn at 9:45 p.m.

Mr. Croteau so moved. The motion was seconded and carried.

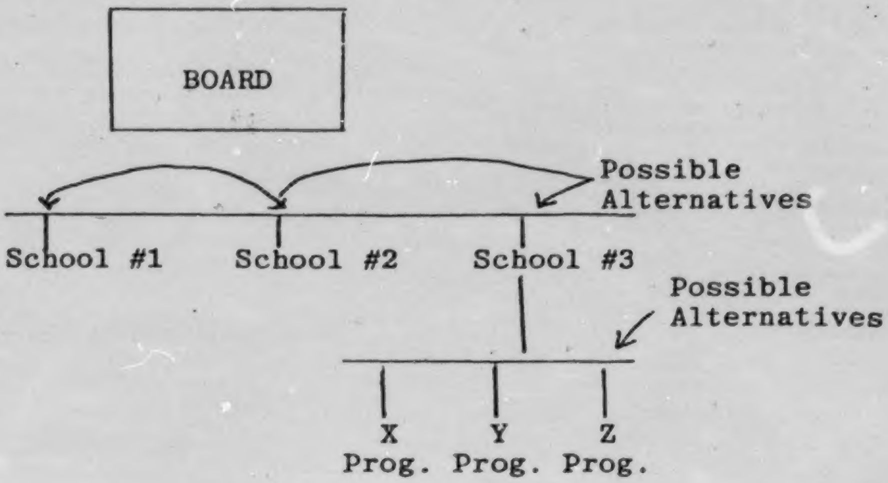
Respectfully submitted,

Melvin J. Severance III

Melvin J. Severance III
Project Director

ALTERNATIVE SCHOOL MUST BE DULY RECOGNIZED AS AN ELIGIBLE PROVIDER BY THE STATE BOARD OF EDUCATION

Alternative



Each alternative in the set(s) must be individually capable of autonomy with relation to budget, staff, and administrative decision making relative to programmatic/operational policy.

Each governing board must guarantee the autonomy of an individual alternative within a given set or sub-set of alternatives. Board policy may not categorically interfere with programmatic or operational procedures of a given set of alternatives.

Choice

A parent must be guaranteed a choice between at least (2) two autonomous alternatives, either of which must be capable of responding independently to parental demand in terms of staff, facility, and program.

Impilcations of this model:

1) must clarify/define the terms "guarantee" and "autonomy";
2) must clarify/define program differences and define the program;
3) must be able to defend definition (local boards); and
4) must be able to measure program in terms of its definition (evaluation outcomes).
5) Decentralization of decision making, program control, and financing.
    A) Transfer substantial power from school administrators to teachers and parents.
    B) Cause re-definition of school administrators role, i.e., pure administration (coordination function).

CHARACTERISTICS OF THE LOCAL MODEL

VRC - would be made up of the local school board members. They would survey educational costs in the region and recommend the value of the voucher.

EVA - would have the same structure that we are now operating under.

1) EVA board would be made up of one board member from each participating district, that member would be selected by local board members
2) Superintendents would be ex-offico members
3) Dollars from local appropriations would not flow to the EVA
4) EVA would have a Director, two Assistant Directors with thre field staff to work at the local level.
5) EVA functions would be accounting, evaluation, public information

APPENDIX C

DEC [illegible]

EXECUTIVE BOARD MEETING

November 25, 1975

MINUTES

The Executive Board of the Education Vouchers Study & Planning Project convened on Monday, November 25, 1975 at the Sheraton Wayfarer, Bedford, New Hampshire at 7:30 p.m.

In attendance were: Superintendents - Gerald Croteau, David Cawley and Paul Johnson; School Board Members - Romeo Descoteaux, Gerald Lavoie, James VanVliet, Leo Sack, and George Menard; New Hampshire State Board of Education representative John A. Menge; Department of Education - Deputy Commissioner Robert Brunelle; The Center for the Study of Public Policy, David Cohen and Peter Bateman; Local Voucher Project Staff - Melvin J. Severance III, Robert Fay and Barbara Rousseau; William Milne for the State Voucher Office; Site Historian Gordon Donaldson; and Secretary, Barbara Richard.

Mr. Severance opened the discussion by bringing everyone up to date on the Salem Situation. Mr. Paul Johnson has written a letter requesting permission for Salem to become a member of the New Hampshire Education Vouchers Study & Planning Project. The State Board has approved this request, but now authorization is needed from the five districts.

In the course of the discussion that ensued, Mr. Lavoie inquired as to the effect the addition of Salem would have on the other five districts and if Salem could be ready for March. He was assured that the time and resources are available and that it would be Salem's responsibility to prepare themselves for March.

Questions were raised relative to the funds available being sufficient to include Salem without overspending or needing additional money. Mr. Severance explained that including Salem would be more cost effective and that there is a $20,000 balance in the staffing account which is untouched so far.

Dr. Brunelle stated that on the basis of the information received by the State Board of Education, Salem should be included as the 6th district. Mr. Croteau said he had no objection to admitting Salem, if he could have the budget information in the next couple of weeks.

Mr. VanVliet made a motion that we look into the Salem situation relative to the cost involved before making a decision.

The motion was seconded and carried.

The second point of business was to have Jack Menge, a representative of the State Board, and Dave Cohen, a representative from NIE, answer questions.

Prof. Menge opened the discussion by presenting the State Board's major concern which is that the rough draft of the model completed by the districts does not comply with the New Hampshire model. The conditions of the grant, he said, are not to study another model, but to implement the New Hampshire model. The question is not can we change the present model, but do the districts want to test it. Prof. Menge continued by saying that the districts are going in the wrong direction with regard to the question of alternatives. Alternatives must be autonomous. Districts cannot set up their own schools to meet the alternative, and standards cannot be subject to local board review.

Mr. Cohen joined the discussion by giving NIE's two main issues:

1) To what extent does this proposed test explore the issues of choice that NIE is interested in; and

2) What can NIE learn from this test that it doesn't already know.

Mr. Cohen added that we have a problem with respect to alternatives and the extent of choice and that NIE would have a lot of questions before funding a test.

Mr. VanVliet pointed out that choice is not available in our areas and therefore to overcome this, we must create our own alternatives. Prof. Menge replied that the State Board is not eager to test a variant in New Hampshire and that the Board reserves the right to say it will not be worth testing in this area, even if all the requirements are met. Prof. Menge also said the New Hampshire model is beginning to look too much like Alum Rock.

Mr. Croteau asked who would decide what an alternative was? He said the districts should provide and alternative, even if it isn't a voucher alternative. Mr. Severance answered that each board can have varying programs, but they will be only one supplier. A single supplier is a single alternative, no matter how many alternatives they provide. An alternative means two suppliers, said Prof. Menge. You can create your own alternatives to attract students, but not for a separate supplier.

Mr. VanVliet inquired as to whether a separate supplier would be very costly and Prof. Menge replied that it should not cost any more at all for one alternative.

Mr. Croteau continued the discussion by pointing out that if the public school cannot provide a supplier, then the private school would step in. Mr. Croteau asked that someone analyze the quality control on private schools and make this available for review. Prof. Menge countered that quality control will be left to the parent, except for specific requirements by the State Board of Education. The districts can create their own program to get the voucher value and the State Board will determine where the voucher is eligible. Education should not be left to school board members to define for the community. If the parent differs, he should be able to take his money to find an education for his child.

Mr. Croteau then suggested that perhaps private schools should have to meet the same qualifications as public schools. He said society has a basic responsibility to protect the education of all children. Mr. Cohen responded to this by saying that NIE was interested in New Hampshire because it promised to test something approaching a free market situation. If the districts want a protected market, NIE's interest will wane. NIE's response was to a proposal made very forcefully by the New Hampshire Board of Education and it was decided that perhaps it would be worth giving the idea a test.

In regard to the question of how many schools would spring up, Mr. Cohen said the issue is the extent to which the districts will permit the alternatives to exist and Prof. Menge added that the test will indicate what the supplier response will be.

Mr. Menard pointed out that there will be a large mass of people in the middle who will have a hard time deciding what a good alternative is in the five-year test period. He said it would take much time to get enough experience with schools to make a proper decision and that a child's education should not be gambled with. Mr. Severance responded by saying that the parents will be provided with a descriptive statement about each school, which is more than they have now.

Mr. Cawley was concerned about competing with East Hartford for implementation, and Mr. Cohen replied that NIE could possibly fund two proposals or could decide that neither will be implemented.

At the close of business, Mr. VanVliet asked for a statement on what is missing from the New Hampshire model and Mr. Severance agreed to prepare it for review.

Mr. Severance called for a motion to adjourn at 9:30 p.m.

Mr. Lavoie so moved. The motion was seconded and carried.

Respectfully submitted,

Melvin J. Severance III

Melvin J. Severance III
Project Director

Dartmouth College HANOVER · NEW HAMPSHIRE · 03755

Department of Economics

APPENDIX D

November 19, 1975

Mr. Peter Bateman, Field Representative
The Center for the Study of Public Policy
123 Mt. Auburn Street
Cambridge, Massachusetts 02138

Dear Peter:

Enclosed are the essential stipulations necessary for the implementation of the New Hampshire Voucher Model in Salem. These position statements are determined by the requirements of the model; consequently, they cannot be the subject of a great deal of protracted negotiation. Our principal task is not so much one of modifying the position statements, but one of making sure that everyone understands them and understands why they apply.

I am optimistic that we can get confirmation from the Salem Board in less than one month, that these will be the descriptions governing the model that we will then sell as of January 1.

Several observations are important at this point:

(1) In order to sell the New Hampshire Model, we must have general agreement as to what the model is. These position statements so define the model.

(2) Agreement with Salem on these specifics should not take too long. The indications are that the Salem Board accepts the model and these, its local implications.

(3) It will not be necessary to work out all the details and financial consequences before presenting the model to the district on January 1.

(4) The district needs to know only:

   (a) That it will not incur any additional costs as a result of the test--this is already agreed upon by all parties.

   (b) How and under what circumstances it will receive its incentive grant. This information is already available as a result of your recent efforts.

   (c) That the Salem District is one alternative and that the voucher value must enable the parent to choose at least one other non-Salem school district school. The Salem board is aware of this requirement.

(d) That the voucher value in future years is recommended by the VRC.

(e) That the voucher process is administered by the EVA, which also provides information and limited evaluation of the stated objectives of individual schools.

The Salem board is also aware of these two requirements. The only problem here is getting NIE to buy off on a functional description of the EVA so that when we talk of the New Hampshire Model in the Salem community, we speak with one accord.

The administrative function is no problem, nor is public information. The evaluative function may be. New Hampshire and Salem envision the evaluation activities of the EVA to be confined merely to testing the stated educational objectives of participating educational suppliers (schools).

Evaluation of the New Hampshire Voucher Program as a whole, whether for the benefit of NIE, the State, or the local district, must be undertaken at a different level of administration and by one not directly responsible for and involved in the success or failure of the project. This shouldn't be too difficult to get agreement on between NIE and the State Board, in which case we should be ready to go well before January 1.

(f) That, consequently, the overall evaluation (whether for NIE, the State or the local districts) will take place outside the formal structure of the model. This is a rather obvious point, but is often lost (or buried) in the shuffle.

(g) That free transportation be provided in either one of three ways, i.e., (a) within say a 50-mile radius of Salem or (b) to contiguous districts or (c) other. NIE and the State must agree on this so that Salem will have proper guidance. This means that Mel's office, or some other group, must supply NIE immediately with the cost of these two alternatives.

(h) That the definition of eligible provider is that as outlined by Marty Gross in his memo to Bill Milne this fall, 1975. In other words, Salem will understand that the eligible provider must self-certify. After reviewing the literature and comments by various individuals and legal analysts, I remain convinced that self-certification is the only possible route to follow.

(5) The district, therefore, can easily be in a position to "sell" the model in less than two months.

(6) Except for transportation, there is no necessity to cost out any of the above activities prior to going public with the model. These other

activities are all necessary functions and as such must be performed. The only question is how and at what price. Successful negotiation on cost effectiveness is essential prior to the March school meeting to enable NIE to determine if it can afford the test. However, the Salem district need not know the exact nature of these costs prior to selling the New Hampshire Model--since the district is not going to have to pay them, whatever they turn out to be.

Consequently, we have a two-pronged approach at present:

*Agreement on the position papers--primarily describing functions--which should not be too difficult by January 1 and

*Agreement on costs of performing these functions, which may be harder, by the March school meeting.

Let me also add a few general observations as to the overall game plan, so that everyone can better coordinate his efforts. As was indicated at our meeting with Mel and Bill Milne last Wednesday, November 12, I will perform at the discretion of the State Board of Education, the role of coordinating Salem's activities as they relate to studying the possibility of a test of the New Hampshire Model. There are two principal reasons for this, first that I have the structure of the Model most firmly in mind and can interact quickly with the Salem Board on such concerns, and second that I am in a specially favorable position to tap community resources to help us achieve public acceptance.

The Center will interact with NIE as much as possible to expedite approval, where necessary, of our game plans. In addition, the Center will be available to assist me, Mel and Bill Milne wherever possible. Because of the extreme sensitivity of our problems, politically and model-wise, I will make every effort to assure that all of you are aware of what the final action plans are in the Salem district. The Salem district itself cannot be subject to other than one interpretation and formulation of the model and plans for its acceptance by the community.

Mel will supply us with such information, as is reasonably possible, consistent with the demands on him by the other five districts. Obviously, much of what Mel has already done is transferrable to Salem without much further effort. (More on this later.)

Bill Milne will continue to present the results of our local efforts to a statewide audience--where and when appropriate. He has also agreed to:

*Work with Mel, the Center, and NIE to review the grant to Supervisory Union 41 to determine if, what, how, and for what some local project funds might be reallocated to Salem. This does not necessarily involve huge outlays, and sufficient reserves may be available already.

*Related closely to the above, determine the future planning status of the original five districts. Mine is apparently a general consensus that these districts must agree to test the New Hampshire Model, if they are to test anything at all. NIE and the State Board did not give them a grant to build their own voucher model. Consequently, at a forthcoming meeting with representatives from NIE, the State, and the school boards, the local group will have to decide either:

(a) to go along with studying a New Hampshire test, or

(b) not to go along with studying a New Hampshire test.

If the choice is (a), there is no problem; and the procedures outlined for Salem at the beginning of this memo prevail. If the choice is (b), then NIE and the State must decide:

(1) Whether to tranfer all funding to districts which do plan to test the New Hampshire Model, or

(2) Whether to leave some funds in Supervisory Union 41 for use at their and NIE's discretion to improve, e.g., teacher training, etc., it being understood by all that this is merely a mutually acceptable way of winding down the grant.

What we have here is a pretty tall order all the way around--but by no means impossible. It looks somewhat forbidding, but isn't so long as everyone is kept informed and doesn't step on the radishes that someone else has already planted or plant seeds on top of someone else's. I shall endeavor, come hell or high-water, to keep everyone apprised of the latest developments.

Cheers,

/s/ John A. Menge
John A. Menge

JAM/blr

Enclosures

cc: William Bittenbender
Newell Paire
William Milne
Dennis Doyle
David Cohen
Melvin Severance

APPENDIX E

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

December 24, 1975

RECEIVED DEC 29 1975

Mr. Melvin J. Severance III
Local Project Director
Education Vouchers Project Office
17 North Street
Manchester, New Hampshire 03104

Dear Mel:

Given the apparent return of the Ice Age up your way, I was pleased to find that the snows had not deterred you - like the mailman - from your glorious tasks.

As I noted yesterday by phone, Elaine is now on maternity leave. In her absence, please submit all normal project officer mail to me. I will do my best to provide immediate reactions, either by phone or letter, and will be available any time by phone should you want to discuss project details.

One area for general discussion - the voucher model - immediately comes to mind. Peter Bateman forwarded an abbreviated outline of the local model which I understand (from our discussion) has changed a bit. I was pleased to find for example, that you have recently linked the idea of choice with the notion of transportation as opposed to the "anywhere in the Nation" concept presented in the outline.

We also might be in reasonable agreement regarding "alternatives". On the one hand, it seems silly to call an entire public school district (like Salem) one alternative; on the other, an Alum Rock "mini-school" arrangement does not seem appropriate. A middle course - requiring distinctly different programs (at the building level) - seems valuable.* The final goal of course, is the development of a project which is compatible with local needs and which at the same time promises to advance our understanding of the value of education vouchers. I would be happy to discuss any details with you along the way.

* And some of these different programs should of course, be private alternatives. A demonstration without private alternatives would not be very attractive. PC

Please let me know what Salem's status is. Their involvement should be welcome if there indeed is a chance they could implement by Fall 1976. But there should be solid evidence that their inclusion has been thought through and reflected in both project activity and budget terms.

With regard to another topic, the question of "new school suppliers" is of substantial interest to NIE. I hope that your model will reflect active encouragement rather than passive acceptance of potential new suppliers.

Finally, I have seen your note regarding a January 15th Phase II Report submission. I will look for it then.

Best wishes for the New Year.

Regards,

Robert

Robert J. Cunningham
School Finance & Organization

cc: Denis Doyle

105 Loudon Road

January 9, 1976

Mr. Robert J. Cunningham
School Finance & Organization
Department of Health, Education, and Welfare
National Institute of Education
Washington, D. C. 20208

Dear Bob:

I have been giving considerable thought to your letter to Mel, dated December 24, 1975.

There are three points upon which I would like clarification so that we are all on the same wave length.

> #1 - You state that you are pleased with the linking of the idea of choice with the notion of transportation as opposed to the "anywhere in the Nation" concept.

It has been understood at this end that a student would have free transportation to either of the designated alternatives, that the participating district was required to meet its transportation obligations as determined by New Hampshire Statutes, and that the excess transportation costs were to be borne by NIE. However, should a student decide to elect an approved school, other than the designated alternatives, then any additional transportation costs were the responsibility of the student and furthermore, the student could select an approved school anywhere in the United States. Is this understanding correct?

> #2 - You state that "it seems silly to call an entire public school district (like Salem) one alternative... ."
> You further state that an Alum Rock mini-school arrangement does not seem appropriate but that a middle course requiring distinctly different programs at the building level seems valuable.

Does this mean that NIE would accept alternatives within the district even though the alternatives are offered by the same supplier, that is, the school districts public educational system? Does it mean that NIE would only accept alternatives offered by the school district on a "one school building - one program" basis - provided each program was distinctly different? Does your statement relative to a mini-school arrangement rule out the possibility of two separate and distinct programs within the same building, or is your statement merely cautioning the local districts relative to mini-school problems.

> #3 - With respect to "new school suppliers", you state that you hope that the local model will reflect "active encouragement".

What specifics do you see included in the local model that would reflect such encouragement of new suppliers? To what extent does NIE feel that a public school district should encourage new competition?

As I view it, it is extremely important that you clarify the points I have raised so that any misunderstandings may be cleared up.

Sincerely,

William H. Milne, Director
N. H. Education Voucher Project

WHM:dh
cc: Commissioner Paire
    Melvin J. Severance III

February 2, 1976

Definition of "Alternative Education Programs" as related to the Voucher Project

An "Alternative Program" is one that can be provided in the same public school within the district; another public school or private school within the district, or to public schools or private schools outside the school district.

Commissioner Paire clarified the definition of an alternative by the above statement. He noted that the SBE chairman agreed with this definition.

WHM

DEC . 9 1975

EXECUTIVE BOARD MEETING

December 15, 1975

MINUTES

The Executive Board of the Education Vouchers Study & Planning Project convened on Monday, December 15, 1975 at the Sheraton Wayfarer, Bedford, New Hampshire at 7:00 p.m.

In attendance were: Superintendent David Cawley; Executive Board Members - Bruce Larsen, Alice Cash, and James VanVliet; School Board Members - Leo Sack and George Menard; Local Voucher Project Staff - Melvin Severance III, Robert Fay, and Barbara Rousseau; William Milne for the State Voucher Office; Site Historian Gordon Donaldson; and Secretary, Sally Corcoran.

Mr. Severance opened the discussion by reviewing the minutes of the last meeting. David Cawley made a motion not to accept the minutes until a letter from Gerald Croteau was received.

Jack Menge for the State Board of Education and Dave Cohen for NIE are in the process of drafting statements on the policies discussed at the November 25 meeting in regard to the New Hampshire Model versus the Local Model.

Mr. Severance indicated that the group had already received Jack's statement, and that we are currently awaiting receipt of Mr. Cohen's report.

Mr. Severance then read a letter from David Cawley in which he expressed several concerns relative to Salem's inclusion in the study and planning project. (See attached copy of the letter.)

Mr. Severance indicated that he would respond in writing to the letter within the next few days. He asked for a point of clarification from Mr. Cawley in regard to item #4 of the letter. Mr. Cawley indicated that he would respond in writing.

Discussion then ensued relative to the legality of Salem's inclusion in the study and planning project. Concerns were expressed by the group regarding adequate budget allowances for such an inclusion as well as Salem's actual commitment to the voucher concept.

At this point, Mr. Severance distributed copies of financial summary sheets--actual account balances as of November, 1975, as well as an estimated account balance statement as of April, 1976--without including Salem, and an estimated budget for Salem, should they be included.

Mr. Severance also indicated to the group at this time that he had made initial inquiries of Marty Gross and Louis Soule--project attorneys--in regard to the legality of including Salem in the project.

After being assured by Mr. Severance that we did, in fact, have sufficient funds to bear the cost of Salem's inclusion in the study and planning project, Jim VanVliet moved:

> "That we include Salem in the study and planning project on two conditions: (1) that the Salem board acted legally in requesting permission of and receiving permission from the State Board of Education to study and plan for a voucher demonstration and (2) that their receipt of funds from the present project budget is not to exceed a limit of $30,000."
>
> Amendment:, Bruce Larsen moved an amendment to the above motion to revise the limits of the budget expenditures on Salem not to exceed the sum of $25,000.
>
> Jim VanVliet moved a second amendment to the motion that "the Salem board guarantee that the results of the studying and planning will be brought to the Salem residents at their annual school district meeting in March, 1976."

The amended motion was then advanced by Jim VanVliet. It was moved that we include Salem in the study and planning project on three conditions: (1) that the Salem board acted legally in requesting permission of and receiving permission from the State Board of Education to study and plan for a voucher demonstration and (2) that the limit of budget expenditure on Salem is not to exceed the sum of $25,000 and (3) that the Salem board guarantee that the results of the study and planning will be brought to the Salem residents at their annual school district meeting in March, 1976, for a vote on involvement in the voucher demonstration.

Motion seconded by Alice Cash.

Passed unanimously by executive board members present: Alice Cash, Bruce Larsen and Jim VanVliet.

Mr. Severance then reminded the group that with Salem's inclusion in the project, we would be able to offer additional alternatives to the participants in the demonstration as well as to make the feasibility of a voucher demonstration more desirable for NIE--the numbers involved would be much greater.

Mr. Severance pointed out further that the final decision whether Salem could be included in the study and planning project under the existing guidelines rested with NIE to whom he would write as soon as all questions had been settled at the local level.

Members of the group expressed additional concerns relative to other school districts wanting to become involved in the study and planning project, wondering how many more towns could become involved simply by requesting permission of the State Board of Education.

Mr. Severance assured the group that with our existing budget, it was highly unlikely that we could include additional towns. "Maybe we could fit in a Salem and an Epsom," he explained, "but no one else."

Mr. Severance then asked the board for some direction in regard to whether we (the local staff) should pursue the Phase II tasks in view of the Local Voucher Model or in view of the New Hampshire Model.

Discussion ensued in which the following concerns were expressed:

--that the State and National levels were becoming too assertive;

--that they thought the object of the study and planning was to develop a local model; now all these months in the project, they are informed that the planning must be done in accord with the New Hampshire Model (-which they see as a State Model.)

The group acknowledged the fact that the directive to follow the New Hampshire Model was explicitly stated at last month's meeting.

Jim VanVliet then advanced the motion that the project staff proceed with systems development and planning in accordance with the New Hampshire Model.

The motion was seconded by Bruce Larsen.

Passed unanimously by Alice Cash, Bruce Larsen and Jim VanVliet.

Mr. Cawley then asked for clarification on a point. He was under the impression that a total community survey of all residents in each of the voucher districts was going to be conducted for the purpose of determining positions and attitudes of residents in regard to vouchers.

Mr. Severance informed him that the Community Survey was being conducted during this week and next by Cambridge Survey Research. In each community 100 people--80 of whom would be parents, 20- non-parents. Cambridge Survey Research was the lowest bidder on the survey contract. The firm has promised initial feedback of data on numbers of students who will be transferring (shifting) from voucher school districts to others within a week of completion of the collection of data. Tabulation of the data from the complete survey should be completed and in our hands by the end of the first week of January according to Cambridge Survey Research.

Members of the group then expressed the following concerns:

--what are the guarantees that NIE will fund the demonstration after all of this study and planning?

--what happens if only two or three towns vote to implement?

Mr. Severance's answer: We have no guarantees to that effect.

Mr. Cawley requested a report of the on-site visit to Alum Rock.

Mr. Severance told him that it was in process and he should be sending them out within the next two weeks.

Mr. Croteau, via correspondence, expressed some concern with the lack of similarity in standards between public and private schools.

Mr. Severance said the New Hampshire Model specifies that public non-sectarian schools must be approved by the New Hampshire State Board of Education. We are not in a position at this time to put restrictions on the model.

Other concerns were: --when will the budget be prepared for the towns? --when will be able to see the warrant articles?

Mr. Severance's answer: They will be mailed out for your review within a couple of weeks, prior to December 25, 1975.

At 9:30 p.m. Bruce Larsen moved for adjournment, Alice Cash seconded it, voted unanimously in favor.

Respecfully submitted,

Melvin J. Severance III

Melvin J. Severance III
Project Director

REGULATIONS FOR ADOPTION BY THE NEW HAMPSHIRE STATE BOARD OF EDUCATION RELATING TO CONDUCT OF EDUCATION VOUCHER PROGRAMS.

[Marginal references are to applicable provisions of the enabling law, RSA Chapter 194-A or to paragraphs of the Phase II Report of the Education Voucher Study and Planning Project].

Authority. These regulations are promulgated under authority granted to the State Board of Education pursuant to RSA Chapter 194-A.

Definitions. The terms defined in RSA 194-A:2 have the same meaning in these regulations. In addition, in these regulations:

"EVA" means Educational Voucher Authority, a non-profit corporation to be established under the laws of the State of New Hampshire.

"Grade Level" means a grouping of school grades, i.e., elementary grade level, middle-junior high grade level, high school grade level.

"School Board" means the school board of a school district.

Regulation a. Administrative Organization of Voucher Program. [RSA 194-A:3,I (a)].

a-1 Designation of Administrative Unit. EVA is hereby designated [5.0, 5.1] as the principal administrative unit to provide staff, facilities and technical assistance to participating districts. The activities of EVA shall conform to the provisions of RSA 194-A and to these regulations, as well as to the articles of incorporation and by-laws of EVA.

a-2 Public Information. EVA shall be responsible for collecting, [5.3.1] verifying and disseminating public information relative to voucher programs.

a-3 Evaluation. EVA shall coordinate evaluation of the voucher programs [5.3.2] and shall ensure that internal and external evaluation efforts are compatible and non-duplicative.

a-4 Accounting. EVA shall be responsible for administering accounting [5.3.3] mechanisms of participating districts and eligible providers, as established in accordance with these regulations.

a-5 Transportation. EVA shall coordinate the school transportation systems of the participating districts.

a-6 Additional Functions. EVA shall perform such other functions as are specified in these regulations or as may be further assigned by the State Board from time to time.

Regulation b. Establishment of Voucher Value [RSA 194-A:3,I (b)].

b-1 Procedure Established. Beginning with voucher values for the school year 1977-1978, voucher values shall be determined in each participating district in accordance with the following procedure.

[1.0.1.1] b-2 Voucher Review Committees. The school board of each participating district shall establish a Voucher Review Committee consisting of five (5) persons. The school board shall appoint four (4) members to the Voucher Review Committee and should consider both parents and non-parents in making appointments. The four members appointed by the school board shall themselves appoint a fifth member, who shall serve as chairman of the Voucher Review Committee.

[1.2] b-3 Review and Recommendation. Each year between September and November, the Voucher Review Committee in each participating district shall review tuition rates charged by all feasible educational alternatives available to the district. Upon completion of review, the Voucher Review Committee shall submit a written recommendation to the school board, setting forth recommended voucher values for the following school year with appropriate supporting data and rationale, which values shall be no less than the voucher values established for the participating district in the first year of its participation.

[3.1] b-4 Voucher Types. The Voucher Review Committee in each participating district shall recommend a value for basic vouchers and may recommend a value for supplemental vouchers. The value of the basic voucher is the maximum amount which will be paid by the participating district for education of eligible pupils in regular grade-level programs. The value of the supplemental voucher is the maximum amount which will be paid by the participating district for special education or for vocational education, or for other specialized educational programs.

[3.2] b-5 Method of Calculation - Basic Voucher Value. The Voucher Review Committee in each participating district shall recommend a basic voucher value based upon a review of current tuition fees being charged by the local district and other public and private educational alternatives which eligible pupils might reasonably be expected to attend. The recommended basic voucher value shall be sufficient to permit a choice between at least two of these alternatives at no additional tuition cost to the eligible pupil.

b-6 Method of Calculation - Supplemental Voucher Value. The

[3.2] Voucher Review Committee may recommend a supplemental voucher value based on a review of the current cost of public and private educational alternatives supplying specialized educational programs.

b-7 Approval by District Meeting. The school board of each participating district shall transmit the recommendations of the Voucher Review Committee and its own recommendations (if any) to the District Budget Committee (if any) for inclusion in the warrant for the annual district meeting. In the absence of a District Budget Committee, the school board shall include the recommendations in the warrant for the annual district meeting. Approval of a supplemental voucher value shall be optional and unless such a value is approved by the district meeting, no supplemental vouchers shall be issued for that district. After approval by the district meeting, the school board shall certify the approved voucher values to EVA.

b-8 Special Procedures for Establishing Voucher Value for School Year 1976-77 Only. The school board of each participating district shall submit to the district budget committee for inclusion in the warrant of the district meeting an article establishing voucher values for the school year 1976-77. Supplemental voucher value for special education shall be 1.38 times basic voucher value. Supplemental voucher value for vocational education shall be 1.27 times basic voucher value. Approval of supplemental voucher values shall be optional and unless such values are approved by the district meeting, no supplemental vouchers shall be issued for the district. After approval by the district meeting, the school board shall certify the approved voucher values to EVA. [1.2.1, 3.2]

Regulation c. Form and Content of Vouchers [RSA 194-A:3,I (c)].

c-1 Content of Vouchers. Vouchers shall be single page documents with sufficient copies for record keeping purposes, bearing a certificate containing the following items: student name and identification number; type of voucher; grade level of voucher; name of issuing district; maximum value in dollars; signature of local district representative; signature of student's parent or guardian; school year for which valid. In addition to the certificate, each voucher shall include four detachable coupons, each coupon representing one-fourth the maximum voucher value. Vouchers for each participating district shall be a different color. [5.3.3.1, 1,2] c-2 Preparation of Vouchers. Vouchers shall be suitably designed [5.3.3.1] and printed under supervision of EVA.

Regulation d. Distribution of Vouchers [RSA 194-A:3,I (d)].

[7.0] d-1 Procedure Established. The school board of each participating district shall cause appropriate vouchers to be distributed for the use of every eligible pupil within the district, in accordance with the following procedures.

d-2 Identification of Eligible Pupils. EVA shall compile and supply [7.0, 7.4.1] to each participating district a list identifying all eligible pupils in the district and as to each eligible pupil, the name of the parent or guardian responsible for the pupil's education. Thereafter, EVA shall conduct a suitable orientation program to inform parents or guardians of eligible pupils regarding procedures for obtaining appropriate vouchers.

d-3 Application. On behalf of each participating district, EVA shall [7.3] conduct registration in which parents or guardians of eligible pupils shall make personal application for issuance of appropriate vouchers. Separate application shall be made for each eligible pupil. In participating districts where supplemental vouchers are to be distributed, the application process shall include all necessary proof of eligibility for supplemental vouchers.

d-4 Issuance. Upon verification of an application, EVA shall, on behalf of the participating district in which the pupil is eligible, issue and deliver an appropriate voucher to the parent or guardian for the use of the eligible pupil. The parent or guardian shall receipt therefore. EVA shall provide to each participating district the names of persons to whom vouchers have been issued, together with the names of eligible pupils for whom the vouchers have been issued.

d-5 Late Entering Pupils. In cooperation with each participating district, EVA shall devise appropriate procedures for identifying persons who become eligible pupils subsequent to the close of the general application process, and for issuance of appropriate vouchers for the use of such persons. [7.5]

Regulation e. Eligible Providers. [RSA 194-A:3,I (e)].

e-1 Application to State Board. An educational institution seeking approval as an eligible provider shall apply to the State Board and shall provide the following information: [4.2]

(a) What educational services are provided by the applicant;

(b) Where the applicant is located;

(c) Whether the applicant is established, operated or governed by public authority or is supported by public funds and if so, in what manner;

(d) Whether the applicant has agreed, by vote of its governing body, to accept vouchers in full or partial payment for educational services to eligible pupils;

(e) Whether the applicant has agreed to abide by regulations of the State Board governing activities of eligible providers.

e-2 Application to State Board - Non-Public School. In addition to the requirements of paragraph e-1, an applicant which is not [4.2] established or governed by a public authority nor wholly supported by public funds shall, as part of its application to the State Board;

(a) Provide a detailed description of the applicant's establishment, governing body and financial support;

(b) Certify that the applicant is constitutionally qualified to receive public funds in exchange for providing child benefit services, that is, educational services directly benefiting the child. (This is not to be construed as a restriction on use of voucher revenues so long as they are used for the provision of educational services consistent with any constitutional limitations).

(c) Agree that the applicant will defend its certification of eligibility to receive public funds in any court contest of eligibility to receive public funds and that it will also defend and hold harmless the State Board or any school board in the event of such a court test.

(d) Agree to repay any public funds if the applicant is found to be constitutionally ineligible to receive public funds.

(e) Demonstrate the applicant's financial capacity to defend its eligibility certification and to make any court-ordered refund.

(f) If the applicant is located within the State of New Hampshire, demonstrate that it has obtained approval from the State Board in accordance with procedures outlined in Regulations and Procedures for Non-Public Schools in New Hampshire;

(g) If the applicant is located outside the State of New Hampshire, provide evidence that it has been approved by the responsible public authority of the state in which it is located as qualified to offer the educational services for which it is seeking eligible provider status.

e-3 Review of Application and Action Thereon. Following receipt of a completed application, the State Board may refer the application to EVA for verification of the data contained therein, and EVA shall report its findings to the State Board. If the information contained in the application demonstrates that the applicant meets the definition contained in RSA 194-A:2 and the requirements of this Regulation, the State Board may approve the application without hearing, but will not deny an application without affording the applicant an opportunity to be heard. The State Board will notify EVA of its actions with respect to all applications.

Regulation f. Presentation and Redemption of Vouchers. [RSA 194-A:3, I (f)].

f-1 Procedure Established. Presentation and redemption of vouchers by eligible providers shall be in accordance with the procedures established in this Regulation.

f-2 Presentation. Eligible providers shall submit voucher coupons
[5.3.3.2.1] in the first instance to EVA with a request for payment in an amount not in excess of the maximum value of the coupon. EVA shall verify that each voucher coupon has been validly issued and that the student named thereon is actually registered at and attending the eligible provider which has submitted the coupon. Upon such verification, EVA shall authorize payment

to the eligible provider by the treasurer of the participating district for which the coupon was issued, in the proper amount.

f-3 Payment to Eligible Providers Not Operated By Issuing District.

[5.3.3.3.2] In the case of coupons presented for payment by eligible providers not operated by the participating district for whom the coupon was issued, the treasurer of the issuing district shall, with the approval of the school board, make payment in the amount authorized by EVA to the treasurer of the district which operated the eligible provider, or in the case of a non-public eligible provider, to the treasurer of the eligible provider or other officer designated to receive payments on its behalf.

f-4 Payment to Eligible Providers Operated By Issuing District.

[5.3.3.3.1] In the case of coupons presented for payment by eligible providers operated by the participating district for whom the coupon was issued, the treasurer of the issuing district shall credit the amount authorized by EVA to the district's operating account.

f-5 Pro-ration of Voucher Value - Transfers. The eligible provider which received a voucher coupon at the onset of a quarter, in [5.3.3.2.2] full or partial payment for educational services to be provided during that quarter, is entitled to the entire quarterly payment represented by the coupon. In the event of transfer by an eligible pupil to another eligible provider within a quarter, the parties involved may negotiate suitable financial arrangements among themselves. Any completed arrangements shall be reported to EVA by the eligible providers involved.

Regulation g. Record Keeping. [RSA 194-A:3,I (g)].

g-1 Participating Districts. Participating districts shall keep records sufficient to provide verification of proper payments, including the authoirzation for payment supplied by EVA and evidence of payment thereof.

g-2 Eligible Providers. Eligible providers shall keep records sufficient to provide verification of registration and attendance by eligible pupils whose voucher coupons are presented for payment, including school registers and daily attendance records.

g-3 Additional Requirements. EVA may require additional records to be kept by participating districts or eligible providers for audit or evaluation purposes, with the approval of the State Board.

Regulation h. Transportation of Eligible Pupils.
[RSA 194-A:3,I (h)].

h-1 Free Transportation. Eligible pupils who are entitled to [8.1] free transportation under RSA 189:6-9-a shall be entitled to free transportation within the districts in which they reside, to the eligible providers in which they are enrolled.

Where an eligible pupil entitled to free transportation under RSA 189:6-9-a is enrolled in an eligible provider located outside the district of the pupil's residence, and if supplemental funds are available from sources other than the district, the eligible pupil shall be entitled to free transportation outside the district to the eligible provider in which he is enrolled. Where entitlement to free transportation is to be determined by the distance between the eligible pupil's home and the school to which he is assigned, he shall be deemed to be assigned to the eligible provider in which he is enrolled.

h-2 Optional Transportation. Eligible pupils who are not entitled to free transportation may be provided reasonable transportation at a reasonable fee.

Regulation i. Evaluation. [RSA 194-A:3,I (i)].

i-1 Objectives. Evaluation of the voucher program shall be directed at assessment of the following:

(a) Sufficiency of budgetary, fiscal, and accounting procedures;

(b) Extent of exercise of educational choice by parents and eligible pupils;

(c) Effect on student attitude and achievement;

(d) Effect on equalization of educational opportunities;

(e) Effect on teaching methods;

(f) Effect on operation and decision making in participating districts.

i-2 Cooperation. Participating districts and eligible providers shall cooperate with EVA in the conduct of voucher program evaluation and shall provide such information and shall permit such audits and inspection as EVA may reasonably request. EVA requirements for cooperation by an eligible provider shall be consistent with the extent of participation by the eligible provider.

i-3 Reports. No later than October 15, 1976 and annually thereafter for the duration of the program, EVA shall provide that State Board with status reports and available evaluations of program effectiveness and shall assist the State Board in meeting the reporting requirements of RSA 194-A:5.

Regulation j. Audits. [RSA 194-A:3,I (j)].

j-1 Annual Audit. At least annually, EVA shall audit or conduct other adequate verification of the records kept in connection with voucher programs by participating districts and eligible providers. Any irregularities revealed by such verification or at any other time shall be reported promptly by EVA to the State Board.

Regulation k. Procedures for Termination. [RSA 194-A:3,I (k)].

k-1 Involuntary Termination. The State Board may order the voucher program terminated in a participating district for repeated willful neglect or refusal by the participating district to comply with the provisions of RSA 194-A or these Regulations, or for repeated non-cooperation with reasonable requests by EVA in its capacity as principal administrative unit under these Regulations. Upon complaint against a participating district, the State Board shall give notice of the complaint to the school board involved and to any other interested party, and shall schedule a hearing thereon no less than fifteen (15) days thereafter.

k-2 Voluntary Withdrawal. The school board of a participating district may, when authorized to do so by vote of the district at the annual district meeting, apply to the State Board for leave to withdraw from the voucher program at the close of the following academic year. The State Board, after reasonable notice to all other participating districts and any other interested parties, and after a hearing (if one is requested) may grant the application for withdrawal if it is satisfied that the withdrawal will not jeopardize the test of education voucher programs in the remaining participating districts and that adequate provisions have been made for surrender of any property and unexpended funds acquired by the applicant through its participation in the education voucher program.

Regulation 1. Approval of Additional Eligible Districts.

[RSA 194-A:3,I (1)].

[RSA 194-A: 2,3]

1-1 Application for Approval of Eligibility. Any school district which by vote of the district prior to June 15, 1978 elects to request a for planning or study of an educational voucher program or to apply as a test site for such a program, may apply to the State Board for certification as an additional eligible district. The State Board shall give reasonable notice of the application to EVA and all other participating districts. After a hearing (if requested) the State Board may certify the applicant's eligibility if it is satisfied that the applicant will provide a suitable test site for a voucher program, consistent with the purpose of the program as set forth in RSA 194-A:1 and that the applicant's participation will not jeopardize the test of education voucher programs in participating districts.

1-2 Admission to Participation. The State Board may admit as an additional participation district a district which has been certified as eligible under paragraph 1-1 of this Regulation if the State Board is satisfied that sufficient funds are available to permit the district to participate and if the district has voted to participate.

STATE OF NEW HAMPSHIRE

INTER-DEPARTMENT COMMUNICATION

DATE March 16, 1976

AT (OFFICE) Of Commissioner

FROM Dr. Newell J. Pair njP.
Commissioner

SUBJECT Voucher Project

TO William B. Milne, Director
New Hampshire Education Voucher Project

This is to inform you of the official action taken by the State Board of Education on February 23, 1976.

> VOTED: The State Board of Education voted, unanimously in the affirmative, to adopt the regulations dated February 20, 1976 relating to conduct of Education Voucher Programs under the Emergency Provisions of RSA 541-A for a period of 120 days by reason of the need to give local districts adequate guidance with respect to the development of the voucher test.

NJP:jmd

CC: Melvin Severance
Martin Gross
Jack Menge

AUTHORIZED REGIONAL ENROLLMENT AREA

(AREA)

An Authorized Regional Enrollment Area (AREA) is a long-term contract under which one or more school districts agree to send pupils to another school district. The planning for the AREA is conducted jointly by representatives of the school boards from participating communities. The Written Plan must have State Board of Education approval before it may go into effect. School districts remain "separate" under AREA agreements.

The Written Plan sets forth the formula for determining the tuition rate for "sending districts" and the rental charge which defrays capital expenses. The rates are determined annually.

The AREA contract customarily runs for twenty years. Additional bond issues, when passed, extend the time of the commitment because all outstanding indebtedness must be paid before the contract may be terminated.

The "receiving district" in an AREA is eligible for 40-55% building aid on AREA indebtness from the state. Additionally, New Hampshire subsidizes the tuition of children from the "sending district(s)." Currently that rate is $25.00 per pupil.

Typically, AREA's are entered into when a school district, which has accepted out-of-town students under short-term tuition contracts, finds it must expand its facilities to accomodate all pupils. An AREA agreement assures the "receiving district" that out-of-town children will continue to be educated by the "receiving district," and that a portion of the capital expenses will be borne by "sending districts." The "receiving district" maintains legal control over ownership of property, school program and policy, and school cost.

The "sending district" is also benefited by an AREA agreement. In contrast to short-term contracts, the education of its pupils is assured for an extended period of time; the tuition rate is based on a formula outlined in the Written Plan; and the "sending district" has an advisory capacity in determining the practices and policies of the school program.

Finally, it is intended that AREA's benefit both districts by allowing small and middle-size communities to develop comprehensive education programs.

APPENDIX K

SALEM SCHOOL BOARD
SUPERVISORY UNION #57
Salem, New Hampshire

Special Meeting November 4, 1975

MINUTES

Meeting opened at approximately 7:30 p.m.

Present were:
Mr. Campbell - Chairman
Mr. Smith - Vice-Chairman
Mr. Abear - Secretary
Dr. Quirinale - Member

Also present were:
Dr. Johnson - Superintendent
Dr. McKenna - Asst. Superintendent
Jack Menge

Jack Menge explained to the board what has happened within the state in organizing the operation of the Voucher Experiment for New Hampshire. His report brought the board members to the current status of the voucher proposal in New Hampshire. There is a local voucher office and staff in Manchester, N.H. Mr. Menge emphasized that the purpose of the experiment in New Hampshire is to test the New Hampshire model for the voucher as proposed at the beginning of project. Although certain modifications may be negotiable, the basic system must remain intact.

Jack proposed that Salem could become involved with the project and he would volunteer to serve as consultant to the district. He proposed that the board initiate planning and public relations efforts so as to approach the annual School District Meeting with the firm proposal to participate in the voucher experiment and the experiment will begin in September 1976.

Jack left at approximately 9:30, and Dr. McKenna left shortly thereafter.

The board discussed comments of Mr. Menge and the answers they had received to their questions about the voucher project. The board agreed to notify Jack Menge that Salem would be interested in a model voucher proposal and requested further information. This action to be carried in the information section of the next school board meeting.

Following the above action, school board members were updated by Dr. Quirinale on the status of negotiations with the SEA on co-curricular activities salary schedule. The proposal as presented to the board members met with general approval.

Board members agreed that the next regular meeting will be scheduled for November 18, followed by the regular meeting on November 25.

Meeting adjourded approximately 10:30 p.m.

Paul O. Johnson
POJ/s
11/5/75

UPERINTENDENT OF SCHOOLS
PAUL O. JOHNSON, Ed.D.

Telephone
Area Code 603 893-3503

APPENDIX L

RECEIVED
NOV 12 1975
STATE DEPARTMENT
OF EDUCATION

Salem School District
SUPERVISORY UNION 57
MAIN STREET
SALEM, NEW HAMPSHIRE 03079

November 10, 1975

Dr. Newell J. Paire
Commissioner of Education
410 State House Annex
Concord, NH 03301

Dear Commissioner:

As you are aware from our previous oral discussion, the Salem School Board at a special meeting on November 4, 1975 considered further study of the voucher system. At the direction of the school board I am requesting that the State Board of Education declare Salem School District an eligible district for the study of the educational voucher program.

Should we be granted such eligibility it is our understanding that the school board may, prior to the annual school district meeting in March, determine an article will, or will not, be presented on the school district warrant requesting full participation in the voucher program.

Thank you for consideration of the request.

Sincerely,

Paul O. Johnson
Superintendent
Cc: Salem School Board

APPENDIX M

RECEIVED
DEC 2 1975
STATE DEPARTMENT
OF EDUCATION

SALEM SCHOOL BOARD
SUPERVISORY UNION #57
Salem, New Hampshire

Regular Meeting November 18, 1975

Meeting called to order at 7:32 by Chairman Campbell. Chairman Campbell led the pledge of allegiance to the flag.

Present were:
Mr. Campbell - Chairman
Mr. Smith - Vice-Chairman
Mr. Abear - Secretary
Mr. Beaumont - Member
Dr. Quirinale - Member

Also present:
Dr. Johnson - Superintendent
Dr. McKenna - Asst. Superintendent
Mr. Mackail - Business Administrator
Mr. Erle - Director Personnel Services

Motion by Mr. Beaumont, second by Dr. Quirinale, to approve minutes of October 1, October 28, and November 4.	Minutes approved 5-0
Motion by Mr. Smith, second by Mr. Beaumont to accept bid policy as printed.	Motion carried 5-0

Discussion - Mr. Smith suggested review after one year. Mr. Coll objected to $5000, suggested $500.00

Motion by Dr. Quirinale, second by Mr. Smith, to hire two aides for North Salem and Fisk to be used in grade one classrooms.	Motion carried 5-0

Discussion - Mr. Abear asked for rationale from Pat Corbin. Pat Corbin offered an explanation.

Motion by Mr. Beaumont, second by Dr. Quirinale, to grant use of Seifert Auditorium by the Town and Country Playhouse for 1976 with arrangements to be developed with high school principal.	Motion Carried 5-0

Discussion - rationale offered by Dr. Johnson. Questions concerning abuse raised by Mr. Smith; rebuttal by Mr. Desmarais supporting proper use of the area. Mr. Smith and Mr. Abear raised queries concerning our cost vs their rental fee. Dr. Quirinale raised issue of benefit to community, not necessarily in dollars - Mr. Abear concerned about cost - Mr. Mackail responded that he does not believe cost exceeds rental fee, but that is only an opinion. Mr. Abear requested Business Administrator to work out cost factor.

Motion by Mr. Smith, second by Mr. Beaumont, to accept and approve parental request for 3-year graduation.

Motion carried
5-0

Discussion - Dr. Quirinale asked for comment by principal. Mr. Desmarais supported request. Dr. Quirinale commented that we approve on case by case basis, not general policy as recommended by principal. Mr. Desmarais commented that each case be handled one by one, no blanket policy. Dr. Quirinale suggested we change language to "should". Dr. Johnson argued against handbook.

Motion by Mr. Abear, second by Mr. Beaumont, to support position of the State on unemployment compensation court case

Motion carried
5-0

Discussion - Dr. Johnson offered a rationale. Mr. Smith asked questions concerning teacher summer layoffs. Dr. Quirinale offered rebuttal concerning action in other states and suggested we support State of N.H. action. Mr. Smith queried about cost factor - Dr. Johnson offered "nobody really knows". Mr. Erle offered clarification that we do not contribute since we are not covered by unemployment compensation.

Motion by Mr. Beaumont, second by Dr. Quirinale, to accept Title Ix grievance procedure as submitted.

Discussion - Mr. Abear asked "why is it different from other one?" Dr. Johnson responded, Dr. Quirinale offered rationale that grievants can go to courts. Dr. Johnson stated he would contact attorney and see if other procedure covers teachers.

Motion by Mr. Smith, second by Dr. Quirinale, to table Title IX grievance procedure.

Motion carried
5-0

There being no objections to a request from Dr. Johnson to add Staff Development item to the agenda

Motion by Mr. Beaumont, second by Dr. Quirinale, to change review committee of Staff Development from three to five members.

Motion carried
5-0

Participation from audience wishing to address Board:

1. Charles Coll - questioned the MACOS program. Chairman Campbell suggested we discuss it next week.
   - extra curriculasalaries? Who can coach sports in the Woodbury school? Why is it negotiable?

2. M. Decker suggested we invite Chairman Bittenbender to M.A.C.O.S. discussion.
   - Dr. Quirinale suggested that we restrict the program to information by our staff.

Reports from Superintendent and Staff:

D.2.a. Study Reports

D.2.b. Census Reports - comments by Dr. Johnson that next year our enrollment will go down by projection.

D.2.c. Budget Review - Chairman directed that budget has been reviewed and so so note.

D.2.d. Sewer connection over high school parking lot - Mr. Smith asked for it oto occur during summer, Board agreed and directed Jack Mackail to convey message. Mr. Abear expressed strong concern about replacing pavement.

D.2.e. Voucher proposals - Dr. Johnson noted that Board authorized and notified state we are interested in pursuing project. Questions asked by Mrs. Wefers and Mr. Zembruski.

D.2.f. Letter regarding use of Grant Field - too much use.

D.2.g. Proposed calendar.

D.2.H. Board of Trade Christmas Parade

D.2.i. Release day programs - topic generated discussion from D. Noyes and others

D.2.j Items of information introduced -

- Mr. Abear - N.B.C. conference he attended in Keene information to be copies and made available to board.
- Dr. Johnson - Championship game at Grant Field Saturday. Mr. Sanders named as Game Manager. All tickets are $1.50.
- Mr. Abear - inquiry concerning Laconia officials protest. Dr. Johnson offered comments concerning how we handle protests. He suggested - let the situation stand as is. Mr. Smith supported comments by Dr. Johnson.
- Dr. Johnson - budget preparation calendar. Chairman Campbell suggested we use Tuesday each week for that purpose (December).
- Mr. Smith - Start December 9 meeting at 8:[illegible] p.m. for Parking Committee.
- Mr. Smith - use telephone for calls from [illegible] concerning M A.C.O.S.
- Dr. Johnson - future items concerning Digital proposal. Dr. Johnson noted that he is meeting with Teresa [illegible] from the company.

Motion by Dr. Quirinale, second by Mr. Beaumont, meeting adjourned at 9:19.

J. Bruce McKenna
Clerk, pro tem

APPENDIX N

SAME LETTER ALSO SENT TO: M. Severance, R. Schoepf and G. Croteau

November 19, 1975

Mr. David R. Cawley
Superintendent of Schools
Supervisory Union No. 15
2 Benton Road
Hooksett, New Hampshire 03106

Dear Dave:

I am sending you the vote taken by the State Board of Education in a telephone poll concerning the request by the Salem School District regarding their participation in the voucher program.

Telephone Poll conducted November 14, 1975

> Moved that under the provisions of RSA 194A (Chapter 182, Laws of 1975) the State Board of Education approves the designation of the School District of Salem as an eligible district for the study of the educational voucher program.

Mr. William Bittenbender, Chairman	YES
Mrs. Cathrine R. Caouette	YES
Mr. Donald Borchers	YES
Mr. Edward Sweeney	YES
Mr. Ivah Hackler	YES
Mr. Daniel Gosselin	YES

We would like to consider this situation at the November 24th meeting to be held in Bedford.

If you have any further questions, contact me.

Sincerely yours,

Dr. Robert L. Brunelle
Deputy Commissioner

RLB/rkn

instructor employed by the Belknap-Merrimack CETA Organization, to the Division of Vocational Technical Education.

AGENDA ITEM #5 - MANCHESTER/HILLSBOROUGH NON-FINANCIAL AGREEMENT -

Dr. Andrew submitted a memorandum, dated November 21, 1975 re the above-captioned subject together with attached copy of the agreement.

VOTED: The State Board of Education voted, in the affirmative without dissent, to authorize the Chairman to sign the Manchester/Hillsborough non-financial agreement.

The Chairman abstained by reason of being named.

The Chairman requested that the Commissioner convey to CETA the Board's concerns regarding the superfluous language contained in the agreement.

AGENDA ITEM #6 - ROCKINGHAM/STRAFFORD NON-FINANCIAL AGREEMENT -

Dr. Andrew submitted a memorandum, dated November 21, 1975 re the above-captioned subject together with attached copy of the Agreement.

VOTED: The State Board of Education voted, in the affirmative without dissent, to authorize the Chairman to sign the Rockingham/Strafford non-financial agreement subject to further negotiation by the Chief of the Division of Vocational Technical Education.

The Chairman abstained by reason of being named.

AGENDA ITEM #7 - NEW HAMPSHIRE SCHOOL CUSTODIANS ASSOCIATION NEWSLETTER -

The State Board of Education accepted the New Hampshire School Custodians Association Newsletter of October 1975.

VOTED: The State Board of Education voted, unanimously, to compliment the New Hampshire School Custodians Association for their attention to the energy problem as noted in their newsletter of October 1975.

AGENDA ITEM #10 - RATIFICATION OF TELEPHONE POLL RE VOUCHER PROJECT IN SALEM -

VOTED: The State Board of Education voted, unanimously, to ratify the following vote taken in a telephone poll of the Board on November 14, 1975. Mr. Gosselin requested that his "yes" vote be recorded since he was unavailable at the time of the telephone poll.

"Voted that, under the provisions of RSA 194-A (Chapter 182, Laws of 1975), the State Board of Education approves the designation of the School District of Salem as an eligible district for the study of the educational voucher program."

UPERINTENDENT OF SCHOOLS
PAUL O. JOHNSON, Ed.D.

Telephone
Area Code 603 893-3503

APPENDIX P

Salem School District
SUPERVISORY UNION 57
MAIN STREET
SALEM, NEW HAMPSHIRE 03079

JAN 19 1976

January 15, 1976

Mr. Melvin Severance
N.H. Voucher Office
17 North St.
Manchester, NH 03104

Dear Mr. Severance:

At a regular meeting of the Salem School Board on January 13, 1976, it was voted to place an article in the warrant for the annual school district meeting to determine if the people of Salem wish to implement the voucher program for the school year 1976-1977. The board recognizes that the maximum allocation to Salem for study and preparation of materials will be $25,000. I believe these actions meet the conditions that will permit Salem to be a part of the voucher study.

I did inform the school board that NIE has yet to take action on Salem's participation.

I feel that there is very little time to adequately study the Salem community and to gather the information necessary to properly present the voucher project to the people of Salem. Personally I have taken the position that the voucher proposal deserves consideration and that the present administration of the school district is capable of administering schools in Salem if the voucher project were approved. I feel we would be a cooperative administration and a very helpful administration to those people directly associated with the operation of the voucher plan. However, I feel strongly that rather specific plans must be developed, that clear, concise and accurate information must be made available to the public, and that everyone should know what is going on and why. I feel my ultimate position depends on how well these things can be done, and I feel this should be clear to those people planning the voucher.

Sincerely,

Paul

Paul O. Johnson
Superintendent
Cc: Dr. Newell Paire
David Cawley
William Milne
Jack Menge

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

______________________________ (hereinafter called the "Applicant")
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated ______________________ ______________________________
(Applicant)

By______________________________
(President, Chairman of Board, or comparable authorized official)

____

____
(Applicant's mailing address)

HEW-441
(12-64)

APPROVAL PROCEDURES - CONTIGUOUS STATES

MAINE

I. Procedures

a. Initial application for basic approval submitted not later than nine months preceding day of operation.

b. Application to include: philosophy; goals and how accomplished; procedures for measurement and evaluation of goals.

c. Identification of sponsoring individuals or those responsible for school policy.

d. Copy of papers of incorporation, if applicable.

e. State of finances including tuition refund policy.

f. Suppy all information required in section on Standards.

II. Standards

Initial application shall include detailed description of schools program of instruction:

a. Course of study meets student needs, is consistent with goals, and embodies concept of accountability.

b. Basic language is English.

c. School seeking junior high approval must provide diversified program of studies.

d. If seeking approval as secondary school must meet certain criteria re.: organization; graduation requirements to include American history; four years of English; minimum of 200 minutes per week for each period of basic schedule; not to exceed seven teaching periods; statement of graduation requirements; limitation on correspondence courses and tutoring.

e. Description of assessment and evaluation of pupil progress.

f. Adequate instructional materials to meet stated goals.

g. Meet certain minimum certification procedures.

h. Meet pupil-teacher ratio.

i. Buildings meet safety and health standards.

j. Meet minimum standards re: length of school year and day.

k. Maintain necessary school records.

l. Private schools make available: copy of application for approval, professional qualifications of staff, schools' financial position and policy, school approved certificate.

m. Submission of five year plan which focuses on facilities, curriculum, staff development, evaluation of objectives.

n. Programs for exceptional children must meet standards in "Guidelines and Regulations for Exceptional Children."

For complete and detailed information write:

Office of the Commissioner
Department of Educational and Cultural Services
Augusta, Maine 04330

MASSACHUSETTS

A. Private Schools

1. Must secure a license.
2. Meet certain building regulations.
3. Provides instruction in all studies required by law.
4. Meet attendance requirements.

The school committee (board) of the town in which the private school is located has the power of approval.

B. Public Schools

1. The State Board of Education establishes the rules and regulations for the operation of public schools.

2. The State Board of Education sets standards for curriculum, certification, facilities, length of school day and year, and so forth.

For complete details refer to:

Massachusetts General Laws of Education

VERMONT

All schools, public and private, are subject to the approval of the State Board of Education

A. Private Schools

1. Program and services provided will promote self-sufficiency and cultural awareness.

2. Maintenance of an adequate system for evaluating, recording and reporting needs and progress of pupils.

3. Management of school businesslike in handling income and expenditures - has financial capacity to carry out its program.

4. Staff personnel policies promote retention of effective teachers.

5. Administration and maintenance of buildings and grounds shows regard for health and safety.

6. Environment is wholesome.

7. Program provides healthy exposure to community at large.

8. If enrolling Vermont students, curriculum requirements must be met - basic skills; citizenship, history and government of

Vermont and United States; physical education and principles of health; knowledge of English and American literature; natural sciences; such other requirements established by State Board of Education.

9. Although teachers exempt from certification requirements, private schools must demonstrate that staff is appropriately equipped by training and experience.

10. Teachers' oath required.

11. Observe school health and safely regulations.

12. Provide each applicant, prior to accepting money, an accurate written statement with respect to approval status plus copy of private school approval law.

For detailed information and/or application for approval call or write:

Private School Approvals
Department of Education
Montpelier, Vermont 05602

Tel. 802 - 828-3145

B. Public Schools

a. Secondary

1. Meet Administrative and Supervisory Provisions: length of school year and school day; administrative and supervisory load; teaching load; staff qualifications; records and reports; time standards; graduation requirement, program requirements; plant and facility; related services requirements; meet criteria for 7th and 8th grade programs, if offered.

b. Elementary

1. Each district shall complete a District Education Design and provide for its implementation according to its terms.

2. Each district shall comply with Health and Safety requirements.

3. Provide minimum of 30 sq. ft. of work space per child, per classroom.

4. Each district shall expend a minimum of $10 per elementary pupil per year for purchase of learning resource materials.

For detailed outline of Minimum Standards for Approval write to:

Director
Elementary and Secondary Education Division
State Department of Education
Montpelier, Vermont 05602

JUL 28 1975

STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER
05602

July 23, 1975

Mr. William H. Milne, Director
N.H. Education Voucher Project
105 Loudon Road
Concord, New Hampshire 03301

Dear Mr. Milne:

I wish to acknowledge your letters of July 14 and July 22, 1975. There are neither Vermont statutes nor regulations which would prevent a Vermont school district from accepting a New Hampshire resident pupil on a tuition basis. On the other hand, there is nothing which would require a school district to accept such a pupil. Obviously, there would be an obligation of the parent to pay the full per pupil cost if the amount of the voucher did not equal the amount of the tuition payment. A parent desirous of enrolling a child would have to make application to the local school board through the Superintendent of Schools.

For elementary age pupils a Vermont school district can pay tuition only to a public elementary school in another district.

In respect to an approved secondary private school, the tuition obligation of a Vermont school district is limited to the average union high school tuition rate for this state for the current school year. A student residing in a district maintaining its own secondary school may receive tuition support to attend school elsewhere if in the judgment of the school directors his/her needs can be better met by attending school elsewhere.

Copies of public and private Vermont school approval procedures have been mailed under separate cover.

Sincerely,

Robert A. Withey

ROBERT A. WITHEY
Commissioner

RAW/cv
cc: Stephen Brandwene
Karlene Russell

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

Fred E. Williams, Ed.D.
Associate Commissioner
Division of
Administration & Personnel

AUG 14 1975

August 11, 1975

Mr. William H. Milne, Director
New Hampshire Education Voucher Project
105 Loudon Road
Concord, New Hampshire 03301

Dear Mr. Milne:

In your letter dated July 14, 1975, you raised the following question: Do you know of any regulations on school law in your state that might prevent the acceptance of a voucher for tuition?

Our legal staff has indicated that there are no Massachusetts statutes or regulations that would prohibit such an arrangement. On the contrary, G.L. c.71. s.6A expressly allows a school committee to accept in any of its schools a pupil from out side the state, if there is adequate space in the school.

It seems reasonable to assume that the New Hampshire voucher would be acceptable as payment of tuition under G.L. c.71, s. 6A with parents themselves responsible for any tuition charges over the amount of the voucher.

Regarding procedures for the approval of public and private elementary and secondary schools, please be advised that public schools must meet a variety of requirements with regard to subjects of instruction, etc. These requirements are contained generally in G.L. c.71, and reference should be made to that chapter of the Massachusetts General Laws for more specific information. In addition, there are regulations promulgated by the Massachusetts Board of Education that pertain to the length of the school day and school year, minimum school age, and other such requirements for public schools. Private elementary and secondary schools are approved by the school committee of the city or town in which they are located, in accordance with G.L. c.76, s.1.

Enclosed please find a copy of the Massachusetts School Directory (1974-1975).

Sincerely,

Fred E. Williams
Associate Commissioner

FEW/va

Enc:

STATE OF MAINE
Department of
Educational and Cultural Services
AUGUSTA, MAINE 04330

JUL 22 1975

July 17, 1975

William H. Milne, Director
N.H. Education Voucher Project
105 Loudon Road
Concord, New Hampshire 03301

Dear Mr. Milne:

This is in response to your request for information about Maine schools in relation to your voucher system.

You ask about any laws or regulations which might prevent the acceptance of a voucher for tuition. I do not know of any Maine law which would prevent a school from accepting a voucher as long as the school received the full tuition allowed. If the voucher paid most of the tuition cost and the parents paid the remainder, I do not think this would cause any problems.

We would be interested in knowing how this voucher system works.

I am enclosing a copy of the Procedures and *Standards for Basic Approval of Schools* and a copy of our *Maine Educational Directory* as you requested.

Sincerely,

Richard W. Redmond

Richard W. Redmond
Assistant to the Commissioner

RWR:jml
Enc.

Four seasons for Me.

Form M-9

APPENDIX U

RECEIVED MAR 25 1976

STATE OF NEW HAMPSHIRE
D. R. A. OF MUNICIPAL SERVICES DIVISION

1976 - 77

BUDGET FORM FOR SCHOOL DISTRICTS WHICH HAVE ADOPTED THE PROVISIONS OF THE MUNICIPAL BUDGET LAW

ALLENSTOWN **SCHOOL DISTRICT**

DISTRIBUTION OF FORMS

BUDGET (RSA 32:7): Forward one signed copy of the budget as approved by the Budget Committee to the State Dept. of Rev. Admin.

RSA 32:5 PREPARATION OF BUDGET. The budget committee shall prepare budgets according to forms prescribed by the Dept. of Rev. Admin. for town expenditures, school district expenditures and village district expenditures. It shall hold at least one public hearing on each budget, public notice, and time of which shall be given at least seven days in advance. The budget committee shall confer with selectmen, school boards, village district commissioners and other officers and departments relative to estimated costs, revenues anticipated, and services performed, and it shall be the duty of all such officers and other persons to furnish such pertinent information to the budget committee. Selectmen, school boards, village district commissioners and department heads shall prepare a statement of estimated expenses and receipts for the ensuing year and submit the same to the budget committee at such time as the budget committee shall fix. The budget committee shall prepare and submit to the selectmen for them to post with the town warrant two copies of the budget prepared for the town at least fifteen days before the annual town meeting. It shall likewise prepare and submit to the school board, or village district commissioners two copies of a school district or village district budget to be acted upon at the school district or village district annual meetings at least fifteen days before said annual meeting for posting by the school board or the village district commissioners with the warrants for their respective meetings.

SEE INSTRUCTIONS FOR COMPLETING FORM ON PAGE 4

SECTION 1

PURPOSE OF APPROPRIATION	APPROVED BUDGET 1975-76		SCHOOL BOARD'S BUDGET 1976-77		BUDGET COMMITTEE RECOMMENDED 1976-77		BUDGET COMMITTEE SUBMITTED WITHOUT RECOMMENDATION	
100. Administration	XXXX	X	XXXX	X	XXXX	X	XXXX	X
110. Salaries	1,280	-	1,280	-	1,280	-		
135. Contracted Services	735	-	1,935	-	1,935	-		
190. Other Expenses	345	-	395	-	395	-		
200. Instruction	XXXXX	X	XXXX	X	XXXX	X	XXXX	X
210. Salaries	278,974	-	303,574	-	303,574	-		
215. Textbooks	5,745	-	8,287	-	7,500	-		
220. Library & Audiovisual Materials	4,881	-	6,236	-	6,236	-		
230. Teaching Supplies	14,648	-	16,446	-	15,500	-		
235. Contracted Services	2,840	-	5,947	-	5,947	-		
290. Other Expenses	3,672	-	4,129	-	3,529	-		
300. Attendance Services	150	-	150	-	150	-		
400. Health Services	9,832	-	9,884	-	9,884	-		
500. Pupil Transportation	21,010	-	21,550	-	21,550	-		
600. Operation of Plant	XXXXX	X	XXXXX	X	XXXXX	X	XXXX	X
610. Salaries	15,892	-	16,698	-	16,000	-		
630. Supplies	5,000	-	4,235	-	4,235	-		
635. Contracted Services	1,100	-	1,350	-	1,350	-		
640. Heat	6,000	-	4,835	-	4,835	-		
645. Utilities	5,816	-	7,187	-	7,187	-		
690. Other Expenses								
700. Maintenance of Plant	4,405	-	11,754	-	5,254	-		
800. Fixed Charges	XXXXX	X	XXXXX	X	XXXXX	X	XXXX	X
850. Employee Retirement & F.I.C.A.	23,954	-	28,323	-	28,323	-		
855. Insurance	7,770	-	9,055	-	9,055	-		
860. Rent	30,000	-	30,000	-	30,000	-		
890. Other Expenses								
900* School Lunch & Spec. Milk Program	24,759	-	29,442	-	29,442	-		
1000. Student-Body Activities	4,077	-	3,630	-	3,630	-		
110[illegible] Community Activities								
1200. Capital Outlay	XXXX	X	XXXX	X	XXXXX	X	XXXX	X
1265. Sites	10,000	-	5,000	-	5,000			
1266. Buildings								
1267. Equipment	3,714	-	5,990	-	5,000	-		
1300. Debt Service	XXXXX	X	XXXXX	X	XXXXX	X	XXXX	X
1370. Principal of Debt	28,000	-	28,000	-	28,000	-		
1371. Interest on Debt	18,580	-	17,220	-	17,220	-		
1390. Other Debt Service								
1477. Outgoing Transfer Accounts in State	XXXX	X	XXXX	X	XXXXX	X	XXXX	X
1477.1. Tuition	240,000	-	281,580	-	260,000	-		
1477.2. Transportation								
1477.3. Supervisory Union Expenses	13,813	-	16,281	65	16,281	65		
1477.5. Payments into Cap. Res. Funds								
1477.9. Other Expenses								
1478. Outgoing Transfer Acc'ts. out of State	XXXX	X	XXXX	X	XXXX	X	XXXX	X
1478.1. Tuition								
1478.2. Transportation								
1478.9. Other Expenses								
1479. Expenditures to other than Pub. Schools	3,296	-	9,842	-	9,842	-		
1600. Adult Education								
1700. Summer School	4,044	-	3,903	-	3,903	-		
Contingency Fund								
Deficit Approp.								
Supplemental Approp.								
VOUCHER PROJECT			406,496	-	406,496	-		
TOTAL APPROPRIATIONS	794,332	-	1,300,634	65	1,268,533	65		

*FEDERAL & DISTRICT FUNDS

SECTION II

REVENUES & CREDITS AVAILABLE TO REDUCE SCHOOL TAXES	APPROVED REVENUES 1975-76		ESTIMATED REVENUES SCHOOL BOARD'S BUDGET 1976-77		ESTIMATED REVENUES BUDGET COMMITTEE 1976-77	
UNENCUMBERED BALANCE	22,853	22				
Revenue from State Sources:	XXXX	X	XXXX	X	XXXX	X
Sweepstakes	18,111	92	14,489	54	14,489	54
Foundation Aid	87,484	27	125,545	15	125,545	16
School Building Aid	8,400	-	8,400	-	8,400	-
Area Vocational School						
Driver Education						
Intellectually Retarded						
AID TO FOSTER CHILDREN	700	-	700	-	700	-
Revenue from Federal Sources:	XXXX	X	XXXX	X	XXXX	X
NDEA-Title III-Science, Math & Lang.						
NDEA-Title V-Guidance & Testing						
Vocational Education						
National Forest Reserve						
Flood Control						
Sch. Lunch & Special Milk Program	10,000	-	15,000	-	15,000	-
PL815 (Impacted Area-Cap. Outlay)						
PL 874 (Impacted Area-Cur. Oper.)	2,000	-	2,000	-	2,000	-
PL 89-10 (ESEA)						
DEPT OF RESOURCES & ECON. DEV.	5,000	-	5,000	-	5,000	-
VOUCHER PROJECT			304,317	-	304,317	-
Local Revenue Except Taxes:	XXXX	X	XXXX	X	XXXX	X
Tuition						
Trust Fund Income						
Rent						
Other Revenue from Local Sources						
SCHOOL LUNCH (SALAIRES) REIMB.	12,259	-	15,330	-	15,330	-
Bonds-Notes & Capital Res. Funds:	XXXX	X	XXXX	X	XXXX	X
XXXXXXXXXXX INT. & BAL OF 1972 BOND ISSUE	59,396	93				
Withdrawals from Cap. Res. Funds	9,500	-				
TOTAL SCHOOL REVENUES and CREDITS	235,705	34	490,781	70	490,781	70
DISTRICT ASSESSMENT →	558,626	66	809,852	95	777,751	95
TOTAL APPROPRIATIONS	794,332	-	1,300,634	65	1,268,533	65

. 1976 reimbursement to towns for loss of tax exempted by 1970 special session and schedule
redits School 1976/7 ($31,062.00)

Detail on items under Capital Outlay in 1976-77 Budget to be financed by bonds, notes and/or withdrawals from capital reserve funds:

PURPOSE	AMOUNT

1975-76 BUDGET OF THE SCHOOL DISTRICT
OF ALLENSTOWN, N. H.

Budget Committee:

Eugene J. Vallee Jr.

Date [illegible] 1976

CANDIA

SECTION I PROPOSED BUILDING COSTS

PURPOSE OF APPROPRIATION	APPROVED BUDGET 1975-76		SCHOOL BOARD'S BUDGET 1976-77		BUDGET COMMITTEE RECOMMENDED 1976-77		BUDGET COMMITTEE SUBMITTED WITHOUT RECOMMENDATION	
100. Administration	X X X X	X	X X X X	X	X X X X	X	X X X X	X
110. Salaries	-0-							
135. Contracted Services	-0-							
190. Other Expenses	-0-							
200. Instruction	X X X X	X	X X X X	X	X X X X	X	X X X X	X
210. Salaries	7,400	00						
215. Textbooks	600	00						
220. Library & Audiovisual Materials	-0-							
230. Teaching Supplies	1,200	00						
235. Contracted Services	-0-							
290. Other Expenses	-0-							
300. Attendance Services	-0-							
400. Health Services	-0-							
500. Pupil Transportation	-0-							
600. Operation of Plant	X X X X	X	X X X X	X	X X X X	X	X X X X	X
610. Salaries	-0-							
630. Supplies	1,000	00						
635. Contracted Services	-0-							
640. Heat	2,740	00						
645. Utilities	1,920	00						
690. Other Expenses	-0-							
700. Maintenance of Plant	—1,500	00						
800. Fixed Charges	X X X X	X	X X X X	X	X X X X	X	X X X X	X
850. Employee Retirement & F.I.C.A.	455	00						
855. Insurance	2,000	00						
860. Rent	—2,600	00						
890. Other Expenses	-0-							
900* School Lunch & Spec. Milk Program	-0-							
000. Student-Body Activities	-0-							
00. Community Activities	50	00						
1200. Capital Outlay	X X X X	X	X X X X	X	X X X X	X	X X X X	X
1265. Sites	-0-							
1266. Buildings	-0-							
1267. Equipment	-0-							
1300. Debt Service	X X X X	X	X X X X	X	X X X X	X	X X X X	X
1370. Principal of Debt	-0-							
1371. Interest on Debt	16,400	00						
1390. Other Debt Service	-0-							
1477. Outgoing Transfer Accounts in State	X X X X	X	X X X X	X	X X X X	X	X X X X	X
1477.1. Tuition	-0-							
1477.2. Transportation	-0-							
1477.3. Supervisory Union Expenses	-0-							
1477.5. Payments into Cap. Res. Funds	-0-							
1477.9. Other Expenses	-0-							
1478. Outgoing Transfer Acc'ts. out of State	X X X X	X	X X X X	X	X X X X	X	X X X X	X
1478.1. Tuition	-0-							
1478.2. Transportation	-0-							
1478.9. Other Expenses	-0-							
1479. Expenditures to other than Pub. Schools	-0-							
1600. Adult Education	-0-							
1700. Summer School	-0-							
Contingency Fund	-0-							
Deficit Approp.	-0-							
Supplemental Approp.	-0-							
TOTAL APPROPRIATIONS	29,665	00						

*FEDERAL & DISTRICT FUNDS

SECTION I

PURPOSE OF APPROPRIATION	APPROVED BUDGET 1975-76		SCHOOL BOARD'S BUDGET 1976-77		BUDGET COMMITTEE RECOMMENDED 1976-77		BUDGET COMMITTEE SUBMITTED WITHOUT RECOMMENDATION	
100. Administration	X X X X	X	X X X X	X	X X X X	X	X X X X	X
110. Salaries	1,105	00	1,440	00				
135. Contracted Services	125	00	400	00				
190. Other Expenses	5,650	00	800	00				
200. Instruction	X X X X	X	X X X X	X	X X X X	X	X X X X	X
210. Salaries	211,855	50	242,943	00				
215. Textbooks	3,550	00	4,126	22				
220. Library & Audiovisual Materials	1,125	00	2,300	00				
230. Teaching Supplies	9,012	75	12,300	22				
235. Contracted Services	1,450	00	1,450	00				
290. Other Expenses	3,200	00	3,925	00				
300. Attendance Services	50	00	50	00				
400. Health Services	4,050	00	4,233	00				
500. Pupil Transportation	28,620	00	34,572	00				
600. Operation of Plant	X X X X	X	X X X X	X	X X X X	X	X X X X	X
610. Salaries	8,861	50	12,833	00				
630. Supplies	2,400	00	4,100	00				
635. Contracted Services	800	00	950	00				
640. Heat	8,000	00	11,240	00				
645. Utilities	5,000	00	6,920	00				
690. Other Expenses	-0-		-0-					
700. Maintenance of Plant	3,300	00	6,532	20				
800. Fixed Charges	X X X X	X	X X X X	X	X X X X	X	X X X X	X
850. Employee Retirement & F.I.C.A.	16,067	00	21,585	00				
855. Insurance	11,185	00	14,235	00				
860. Rent	1,500	00	-0-					
890. Other Expenses	-0-		-0-					
900* School Lunch & Spec. Milk Program	2,500	00	9,500	00				
[illegible]. Student-Body Activities	1,825	00	2,375	00				
1[illegible]. Community Activities	-0-		50	00				
1200. Capital Outlay	X X X X	X	X X X X	X	X X X X	X	X X X X	X
1265. Sites	-0-		50	00				
1266. Buildings	3,300	00	-0-					
1267. Equipment	1,440	00	2,182	00				
1300. Debt Service	X X X X	X	X X X X	X	X X X X	X	X X X X	X
1370. Principal of Debt	3,150	00	3,150	00				
1371. Interest on Debt	819	00	17,116	25				
1390. Other Debt Service	-0-		-0-					
1477. Outgoing Transfer Accounts in State	X X X X	X	X X X X	X	X X X X	X	X X X X	X
1477.1. Tuition	233,519	00	227,275	00				
1477.2. Transportation	-0-		-0-					
1477.3. Supervisory Union Expenses	12,298	35	14,180	54				
1477.5. Payments into Cap. Res. Funds	1,000	00	-0-					
1477.9. Other Expenses	-0-		-0-					
1478. Outgoing Transfer Acc'ts. out of State	X X X X	X	X X X X	X	X X X X	X	X X X X	X
1478.1. Tuition	-0-		-0-					
1478.2. Transportation	-0-		-0-					
1478.9. Other Expenses	-0-		-0-					
1479. Expenditures to other than Pub. Schools	16,500	00	28,377	00				
1600. Adult Education	-0-		-0-					
1700. Summer School	-0-		-0-					
Contingency Fund	-0-		-0-					
Deficit Approp.	-0-		-0-					
Supplemental Approp	-0-		-0-					
Room Construction W/Capital Reserve	4,741	90	-0-					
TOTAL APPROPRIATIONS	608,000	00	691,190	43				

*FEDERAL & DISTRICT FUNDS

REVENUES & CREDITS AVAILABLE TO REDUCE SCHOOL TAXES	APPROVED REVENUES 1975-76		SCHOOL BOARD'S BUDGET 1976-77		BUDGET COMMITTEE 1976-77	
UNENCUMBERED BALANCE	20,020	39	-0-			
Revenue from State Sources:	X X X X	X	X X X X	X	X X X X	X
Sweepstakes	14,163	35	12,800	00		
Foundation Aid	80,347	51	55,377	00		
School Building Aid	974	15	974	15		
Area Vocational School						
Driver Education	2,000	00	2,000	00		
Intellectually Retarded						
Aide to Foster Children	-0-		2,200	00		
Revenue from Federal Sources:	X X X X	X	X X X X	X	X X X X	X
NDEA-Title III-Science, Math & Lang.	-0-		1,000	00		
NDEA-Title V-Guidance & Testing						
Vocational Education						
National Forest Reserve						
Flood Control						
Sch. Lunch & Special Milk Program	2,040	00	9,000	00		
PL815 (Impacted Area-Cap. Outlay)						
PL 874 (Impacted Area-Cur. Oper.)	2,500	00	2,500	00		
PL 89-10 (ESEA)						
Local Revenue Except Taxes:	X X X X	X	X X X X	X	X X X X	X
Tuition						
Trust Fund Income						
Rent						
Other Revenue from Local Sources Bus Fares	6,000	00	6,000	00		
	1,000	00	1,000	00		
Bonds-Notes & Capital Res. Funds:	X X X X	X	X X X X	X	X X X X	X
Bond or Note Issues						
Withdrawals from Cap. Res. Funds	4,741	90	-0-			
TOTAL SCHOOL REVENUES and CREDITS	133,787	30	92,851	15		
DISTRICT ASSESSMENT →	474,212	70	598,339	28		
TOTAL APPROPRIATIONS	608,000	00	691,190	43		

Detail on items under Capital Outlay in 1976-77 Budget to be financed by bonds, notes and/or withdrawals from capital reserve funds:

PURPOSE	AMOUNT

1975-76 BUDGET OF THE SCHOOL DISTRICT
OF CANDIA, N. H.

Budget Committee: Date 1976

Form M-9

STATE OF NEW HAMPSHIRE
D. R. A. OF MUNICIPAL SERVICES DIVISION

1976 - 77

BUDGET FORM FOR SCHOOL DISTRICTS WHICH HAVE ADOPTED THE PROVISIONS OF THE MUNICIPAL BUDGET LAW

DEERFIELD **SCHOOL DISTRICT**

DISTRIBUTION OF FORMS

BUDGET (RSA 32:7): Forward one signed copy of the budget as approved by the Budget Committee to the State Dept. of Rev. Admin.

RSA 32:5 PREPARATION OF BUDGET. The budget committee shall prepare budgets according to forms prescribed by the Dept. of Rev. Admin. for town expenditures, school district expenditures and village district expenditures. It shall hold at least one public hearing on each budget, public notice, and time of which shall be given at least seven days in advance. The budget committee shall confer with selectmen, school boards, village district commissioners and other officers and departments relative to estimated costs, revenues anticipated, and services performed, and it shall be the duty of all such officers and other persons to furnish such pertinent information to the budget committee. Selectmen, school boards, village district commissioners and department heads shall prepare a statement of estimated expenses and receipts for the ensuing year and submit the same to the budget committee at such time as the budget committee shall fix. The budget committee shall prepare and submit to the selectmen for them to post with the town warrant two copies of the budget prepared for the town at least fifteen days before the annual town meeting. It shall likewise prepare and submit to the school board, or village district commissioners two copies of a school district or village district budget to be acted upon at the school district or village district annual meetings at least fifteen days before said annual meeting for posting by the school board or the village district commissioners with the warrants for their respective meetings.

SEE INSTRUCTIONS FOR COMPLETING FORM ON PAGE 4

SECTION I

PURPOSE OF APPROPRIATION		APPROVED BUDGET 1975-76		SCHOOL BOARD'S BUDGET 1976-77		BUDGET COMMITTEE RECOMMENDED 1976-77		BUDGET COMMITTEE SUBMITTED WITHOUT RECOMMENDATION		
100.	**Administration**	X X X X	X	X X X X	X	X X X X	X	X X X X	X	
	110. Salaries	170	00	170	00	170	00			
	135. Contracted Services	150	00	200	00	200	00			
	190. Other Expenses	300	00	300	00	300	00			
200.	**Instruction**	X X X X	X	X X X X	X	X X X X	X	X X X X	X	[illegible]
	210. Salaries	153,325	00	147,703	00	147,703	00	155,283	00	200.00
	215. Textbooks	757	95	2,217	00	2,217	00			
	220. Library & Audiovisual Materials	1,700	00	2,326	00	2,326	00			
	230. Teaching Supplies	5,000	00	4,363	00	4,363	00			
	235. Contracted Services	3,200	00	3,525	00	1,695	00	3,595	00	19 00
	290. Other Expenses	1,050	00	1,282	00	1,282	00			
300.	**Attendance Services**	75	00	75	00	75	00			
400.	**Health Services**	1,675	00	1,905	00	1,905	00			
500.	**Pupil Transportation**	26,175	00	26,905	00	26,905	00			
600.	**Operation of Plant**	X X X X	X	X X X X	X	X X X X	X	X X X X	X	
	610. Salaries	7,960	00	7,896	00	7,896	00			
	630. Supplies	2,500	00	2,633	00	2,633	00			
	635. Contracted Services	375	00	500	00	500	00			
	640. Heat	8,300	00	8,300	00	8,300	00			
	645. Utilities	3,850	00	4,150	00	4,150	00			
	690. Other Expenses									
700.	**Maintenance of Plant**	5,140	00	14,260	00	14,260	00			
800.	**Fixed Charges**	X X X X	X	X X X X	X	X X X X	X	X X X X	X	
	850. Employee Retirement & F.I.C.A.	12,203	00	13,541	00	13,541	00			
	855. Insurance	6,834	00	7,365	00	7,365	00			
	860. Rent									
	890. Other Expenses									
900*	**School Lunch & Spec. Milk Program**	10,650	00	11,150	00	11,150	00			
1000.	**Student-Body Activities**	1,000	00	1,166	00	1,166	00			
1100.	**Community Activities**									
1200.	**Capital Outlay**	X X X X	X	X X X X	X	X X X X	X	X X X X	X	
	1265. Sites	5	00	5	00	5	00			
	1266. Buildings	5	00	1,454	00	– 0 –				
	1267. Equipment	1,096	75	2,089	00	2,089	00			
1300.	**Debt Service**	X X X X	X	X X X X	X	X X X X	X	X X X X	X	
	1370. Principal of Debt	9,000	00	– 0 –		– 0 –				
	1371. Interest on Debt	337	50	– 0 –		– 0 –				
	1390. Other Debt Service									
1477.	**Outgoing Transfer Accounts in State**	X X X X	X	X X X X	X	X X X X	X	X X X X	X	
	1477.1. Tuition	139,902	50	167,555	00	167,555	00			
	1477.2. Transportation									
	1477.3. Supervisory Union Expenses	11,197	40	12,536	00	12,536	00			
	1477.5. Payments into Cap. Res. Funds									
	1477.9. Other Expenses									
1478.	**Outgoing Transfer Acc'ts. out of State**	X X X X	X	X X X X	X	X X X X	X	X X X X	X	
	1478.1. Tuition									
	1478.2. Transportation									
	1478.9. Other Expenses									
1479.	**Expenditures to other than Pub. Schools**	8,900	00	10,284	00	10,284	00			
1600.	**Adult Education**									
1700.	**Summer School**									
	Contingency Fund									
	Deficit Approp.	– 0 –		6,000	00	6,000	00			
	Supplemental Approp ~~[illegible]~~ *							~~[illegible]~~	~~00~~	
	~~"[illegible]"~~ **							~~7,[illegible]~~	~~00~~	
	~~[illegible]~~ **							~~1,[illegible]~~	~~00~~	
	TOTAL APPROPRIATIONS	423,165	20	462,685	00	459,131	00	~~9,[illegible]~~	~~00~~	
								468,611.00		

*FEDERAL & DISTRICT FUNDS

SECTION II

REVENUES & CREDITS AVAILABLE TO REDUCE SCHOOL TAXES	APPROVED REVENUES 1975-76		ESTIMATED REVENUES			
			SCHOOL BOARD'S BUDGET 1976-77		BUDGET COMMITTEE 1976-77	
UNENCUMBERED BALANCE	6,487	78	- 0 -		- 0 -	
Revenue from State Sources:	X X X X	X	X X X X	X	X X X X	X
Sweepstakes	9,256	23	7,406	00	7,406	00
Foundation Aid						
School Building Aid	8,141	04	5,441	00	5,441	00
Area Vocational School						
Driver Education						
Intellectually Retarded						
Aid to Foster Children	1,060	00	400	00	400	00
Gas Tax Refund	675	00	700	00	700	00
Revenue from Federal Sources:	X X X X	X	X X X X	X	X X X X	X
NDEA-Title III-Science, Math & Lang.						
NDEA-Title V-Guidance & Testing						
Vocational Education						
National Forest Reserve						
Flood Control						
Sch. Lunch & Special Milk Program	9,050	00	10,350	00	10,350	00
PL815 (Impacted Area-Cap. Outlay)						
PL 874 (Impacted Area-Cur. Oper.)						
PL 89-10 (ESEA)						
Local Revenue Except Taxes:	X X X X	X	X X X X	X	X X X X	X
Tuition						
Trust Fund Income	300	00	300	00	300	00
Rent						
Other Revenue from Local Sources						
Student Trans. - Manchester	2,500	00	2,525	00	2,525	00
Bonds-Notes & Capital Res. Funds:	X X X X	X	X X X X	X	X X X X	X
Bond or Note Issues						
Withdrawals from Cap. Res. Funds						
TOTAL SCHOOL REVENUES and CREDITS	38,272	[illegible]	27,122	64	27,122	64
DISTRICT ASSESSMENT ⟶	384,893.09		435,562.36		432,008.36 441,488.36	
TOTAL APPROPRIATIONS	423,165.20		462,685.00		~~459,131.00~~ 468,611.00	

Detail on items under Capital Outlay in 1976-77 Budget to be financed by bonds, notes and/or withdrawals from capital reserve funds:

PURPOSE	AMOUNT

1975-76 BUDGET OF THE SCHOOL DISTRICT
OF ______________________, N. H.

Budget Committee:

Date 9 Feb. 1976

RECEIVED MAR 25 1976

Form M-9

STATE OF NEW HAMPSHIRE
D. R. A. OF MUNICIPAL SERVICES DIVISION

1976 - 77

BUDGET FORM FOR SCHOOL DISTRICTS WHICH HAVE ADOPTED THE PROVISIONS OF THE MUNICIPAL BUDGET LAW

HOLLIS **SCHOOL DISTRICT**

DISTRIBUTION OF FORMS

BUDGET (RSA 32:7): Forward one signed copy of the budget as approved by the Budget Committee to the State Dept. of Rev. Admin.

RSA 32:5 PREPARATION OF BUDGET. The budget committee shall prepare budgets according to forms prescribed by the Dept. of Rev. Admin. for town expenditures, school district expenditures and village district expenditures. It shall hold at least one public hearing on each budget, public notice, and time of which shall be given at least seven days in advance. The budget committee shall confer with selectmen, school boards, village district commissioners and other officers and departments relative to estimated costs, revenues anticipated, and services performed, and it shall be the duty of all such officers and other persons to furnish such pertinent information to the budget committee. Selectmen, school boards, village district commissioners and department heads shall prepare a statement of estimated expenses and receipts for the ensuing year and submit the same to the budget committee at such time as the budget committee shall fix. The budget committee shall prepare and submit to the selectmen for them to post with the town warrant two copies of the budget prepared for the town at least fifteen days before the annual town meeting. It shall likewise prepare and submit to the school board, or village district commissioners two copies of a school district or village district budget to be acted upon at the school district or village district annual meetings at least fifteen days before said annual meeting for posting by the school board or the village district commissioners with the warrants for their respective meetings.

SEE INSTRUCTIONS FOR COMPLETING FORM ON PAGE 4

SECTION I PURPOSE OF APPROPRIATION		✓ APPROVED BUDGET 1975-76		✓ SCHOOL BOARD'S BUDGET 1976-77		BUDGET COMMITTEE RECOMMENDED 1976-77		BUDGET COMMITTEE SUBMITTED WITHOUT RECOMMENDATION	
100.	**Administration**	X X X X	X	X X X X	X	X X X X	X	X X X X	X
	110. Salaries	685	00	1,900	00	1,950.	00		
	135. Contracted Services	150	00	500	00	500.	00		
	190. Other Expenses	685	00	1,585	00	1,585.	00		
200.	**Instruction**	X X X X	X	X X X X	X	X X X X	X	X X X X	X
	210. Salaries	875,303	00	968,442	00	968,442.	00		
	215. Textbooks	16,214	00	15,688	00	15,688.	00		
	220. Library & Audiovisual Materials	18,514	00	22,302	00	22,302.	00		
	230. Teaching Supplies	33,850	00	38,376	00	38,376.	00		
	235. Contracted Services	1,810	00	7,335	00	7,335.	00		
	290. Other Expenses	7,020	00	8,802	00	8,802.	00		
300.	**Attendance Services**	20	00	20	00	20.	00		
400.	**Health Services**	16,222	00	16,530	00	16,530.	00		
500.	**Pupil Transportation**	60,150	00	71,821	00	71,821.	00		
600.	**Operation of Plant**	X X X X	X	X X X X	X	X X X X	X	X X X X	X
	610. Salaries	61,104	00	64,886	00	64,886.	00		
	630. Supplies	8,000	00	8,500	00	8,500.	00		
	635. Contracted Services	4,000	00	4,050	00	4,050.	00		
	640. Heat	38,289	00	34,422	00	34,422.	00		
	645. Utilities	20,458	00	23,499	00	23,499.	00		
	690. Other Expenses	360	00	360	00	360.	00		
700.	**Maintenance of Plant**	26,462	00	26,212	00	26,212.	00		
800.	**Fixed Charges**	X X X X	X	X X X X	X	X X X X	X	X X X X	X
	850. Employee Retirement & F.I.C.A.	70,672	00	79,003	00	79,003.	00		
	855. Insurance	10,608	00	18,542	00	18,542.	00		
	860. Rent								
	890. Other Expenses								
00*	**School Lunch & Spec. Milk Program**	12,000	00	12,000	00	12,000.	00		
000.	**Student-Body Activities**	17,736	00	21,301	00	21,301.	00		
1100.	**Community Activities**								
1200.	**Capital Outlay**	X X X X	X	X X X X	X	X X X X	X	X X X X	X
	1265. Sites	800	00	0	00	0.	00		
	1266. Buildings	3,000	00	0	00	0.	00		
	1267. Equipment	16,752	00	7,575	00	7,575.	00		
1300.	**Debt Service**	X X X X	X	X X X X	X	X X X X	X	X X X X	X
	1370. Principal of Debt	106,333	00	106,334	00	106,334.	00		
	1371. Interest on Debt	38,720	00	34,610	00	34,610.	00		
	1390. Other Debt Service								
1477.	**Outgoing Transfer Accounts in State**	X X X X	X	X X X X	X	X X X X	X	X X X X	X
	1477.1. Tuition	1,034	00	3,053	00	3,053.	00		
	1477.2. Transportation			4,000	00	4,000.	00		
	1477.3. Supervisory Union Expenses	34,581	00	36,059	20	36,059.	20		
	1477.5. Payments into Cap. Res. Funds								
	1477.9. Other Expenses								
1478.	**Outgoing Transfer Acc'ts. out of State**	X X X X	X	X X X X	X	X X X X	X	X X X X	X
	1478.1. Tuition								
	1478.2. Transportation								
	1478.9. Other Expenses								
1479.	**Expenditures to other than Pub. Schools**	19,927	00	26,805	00	26,805.	00		
1600.	**Adult Education**								
1700.	**Summer School**								
	Contingency Fund	1	00	5,000	00	5,000.	00		
	Deficit Approp.								
	Supplemental Approp.								
	TOTAL APPROPRIATIONS	1,521,460	09	1,669,512	20	1,669,562.	20		

*FEDERAL & DISTRICT FUNDS

SECTION II

REVENUES & CREDITS AVAILABLE TO REDUCE SCHOOL TAXES	APPROVED REVENUES 1975-76		ESTIMATED REVENUES			
			SCHOOL BOARD'S BUDGET 1976-77		BUDGET COMMITTEE 1976-77	
UNENCUMBERED BALANCE	3,736	31	0	00	0	00
Revenue from State Sources:	X X X X	X	X X X X	X	X X X X	X
Sweepstakes	20,920	06	23,000	00	23,000	00
Foundation Aid						
School Building Aid	41,212	56	41,212	56	41,212	56
Area Vocational School						
Driver Education						
Intellectually Retarded						
Incentive Aid	4,634	53	4,500	00	4,500	00
Foster Children Aid	600	00	880	00	880	00
Revenue from Federal Sources:	X X X X	X	X X X X	X	X X X X	X
NDEA-Title III-Science, Math & Lang.						
NDEA-Title V-Guidance & Testing						
Vocational Education						
National Forest Reserve						
Flood Control						
Sch. Lunch & Special Milk Program	12,000	00	12,000	00	12,000	00
PL815 (Impacted Area-Cap. Outlay)						
PL 874 (Impacted Area-Cur. Oper.)						
PL 89-10 (ESEA)						
Local Revenue Except Taxes:	X X X X	X	X X X X	X	X X X X	X
Tuition	251,919	00	281,000	00	281,000	00
Trust Fund Income	3,000	00	3,000	00	3,000	00
Rent	1,000	00	1,500	00	1,500	00
Other Revenue from Local Sources Athletic Revenue	800	00				
Bonds-Notes & Capital Res. Funds:	X X X X	X	X X X X	X	X X X X	X
Bond or Note Issues						
Withdrawals from Cap. Res. Funds						
TOTAL SCHOOL REVENUES and CREDITS	339,822	46	367,092	56	367,092	56
DISTRICT ASSESSMENT →	1,181,637	63	1,302,419	64	1,302,469	64
TOTAL APPROPRIATIONS	1,521,460	09	1,669,512	29	1,669,562	20

Detail on items under Capital Outlay in 1976-77 Budget to be financed by bonds, notes and/or withdrawals from capital reserve funds:

PURPOSE	AMOUNT

1976-77 BUDGET OF THE SCHOOL DISTRICT
OF HOLLIS, N. H.

Budget Committee:

Date Feb. 12 1976

Chairman

Frank Whittemore

William J. Price

Jeffrey B. Smith

SECTION I

	PURPOSE OF APPROPRIATION	APPROVED BUDGET 1975-76		SCHOOL BOARD'S BUDGET 1976-77		BUDGET COMMITTE RECOMMENDED 1976-77		BUDGET COMMITTE SUBMI WITH RECOMME
100.	**Administration**	X X X X	X	X X X X	X	X X X X	X	X X X
	110. Salaries	4,320	00	4,320	00			
	135. Contracted Services	1,100	00	12,000	00			
	190. Other Expenses	1,550	00	1,862	00			
200.	**Instruction**	X X X X	X	X X X X	X	X X X X	X	X X X
	210. Salaries	590,277	00	629,056	00			
	215. Textbooks	10,237	34	9,476	00			
	220. Library & Audiovisual Materials	10,080	00	15,277	00			
	230. Teaching Supplies	25,440	00	31,636	00			
	235. Contracted Services	6,431	00	5,769	00			
	290. Other Expenses	9,650	00	12,870	00			
300.	**Attendance Services**	0		0				
400.	**Health Services**	7,650	00	8,332	00			
500.	**Pupil Transportation**	73,444	00	76,577	00			
600.	**Operation of Plant**	X X X X	X	X X X X	X	X X X X	X	X X X
	610. Salaries	40,278	00	42,670	40			
	630. Supplies	8,800	00	8,800	00			
	635. Contracted Services							
	640. Heat	38,000	00	38,000	00			
	645. Utilities	22,995	00	24,925	00			
	690. Other Expenses							
700.	**Maintenance of Plant**	28,306	25	22,608	00			
800.	**Fixed Charges**	X X X X	X	X X X X	X	X X X X	X	X X X
	850. Employee Retirement & F.I.C.A.	56,353	00	60,259	00			
	855. Insurance	29,880	00	31,880	00			
	860. Rent	35	00	3,500	00			
	890. Other Expenses							
900*	**School Lunch & Spec. Milk Program**	40,000	00	47,500	00			
1000.	**Student-Body Activities**	3,354	00	4,188	00			
1100.	**Community Activities**	50	00	50	00			
1200.	**Capital Outlay**	X X X X	X	X X X X	X	X X X X	X	X X X
	1265. Sites			10	00			
	1266. Buildings			350,010	00			
	1267. Equipment	4,412	00	5,591	00			
1300.	**Debt Service**	X X X X	X	X X X X	X	X X X X	X	X X X
	1370. Principal of Debt	65,000	00	65,000	00			
	1371. Interest on Debt	20,847	50	29,372	00			
	1390. Other Debt Service							
1477.	**Outgoing Transfer Accounts in State**	X X X X	X	X X X X	X	X X X X	X	X X
	1477.1. Tuition	570,000	00	598,050	00			
	1477.2. Transportation							
	1477.3. Supervisory Union Expenses	37,074	60	40,879	14			
	1477.5. Payments into Cap. Res. Funds	4,000	00	4,000	00			
	1477.9. Other Expenses							
1478.	**Outgoing Transfer Acc'ts. out of State**	X X X X	X	X X X X	X	X X X X	X	X X X
	1478.1. Tuition							
	1478.2. Transportation							
	1478.9. Other Expenses							
1479.	**Expenditures to other than Pub. Schools**	21,621	00	31,704	00			
1600.	**Adult Education**							
1700.	**Summer School**			900	00			
	Contingency Fund							
	Deficit Approp.	9,736	00					
	Supplemental Approp.							
	Voucher Account			621,900	00			
	TOTAL APPROPRIATIONS	1,740,921	69	2,838,971.	54			

*FEDERAL & DISTRICT FUNDS

SECTION II

REVENUES & CREDITS AVAILABLE TO REDUCE SCHOOL TAXES	APPROVED REVENUES 1975-76		ESTIMATED REVENUES SCHOOL BOARD'S BUDGET 1976-77		ESTIMATED REVENUES BUDGET COMMITTEE 1976-77	
UNENCUMBERED BALANCE	22,634	21				
Revenue from State Sources:	X X X X	X	X X X X	X	X X X X	X
Sweepstakes	34,855	33	34,855	33		
Foundation Aid						
School Building Aid	19,812	77	19,812	77		
Area Vocational School						
Driver Education	2,000	00	2,000	00		
Intellectually Retarded						
Foster Children	900	00	1,200	00		
Revenue from Federal Sources:	X X X X	X	X X X X	X	X X X X	X
NDEA-Title III-Science, Math & Lang.						
NDEA-Title V-Guidance & Testing						
Vocational Education						
National Forest Reserve						
Flood Control						
Sch. Lunch & Special Milk Program	20,000	00	27,500	00		
PL815 (Impacted Area-Cap. Outlay)						
PL 874 (Impacted Area-Cur. Oper.)						
PL 89-10 (ESEA)						
Voucher Grant			612,852	00		
Local Revenue Except Taxes:	X X X X	X	X X X X	X	X X X X	X
Tuition						
Trust Fund Income						
XXXX Driver Ed	1,750	00	1,750	00		
Other Revenue from Local Sources Bus Fares	6,500	00	7,000	00		
Summer Program			900	00		
Bonds-Notes & Capital Res. Funds:	X X X X	X	X X X X	X	X X X X	X
Bond or Note Issues			350,000	00		
Withdrawals from Cap. Res. Funds						
TOTAL SCHOOL REVENUES and CREDITS	108,452	31	1,057,870	10		
DISTRICT ASSESSMENT →	1,632,469	38	1,781,101	44		
TOTAL APPROPRIATIONS	1,740,921	69	2,838,9[illegible]	54		

Reimbursement for losses of taxes ted by 1970 Special Session 1975:	Municipal	County	School	Total
	65,056	10,965	154,966	230,98
	61,977	10,443	147,587	220,00

Detail on items under Capital Outlay in 1976-77 Budget to be financed by bonds, notes and/or withdrawals from capital reserve funds:

PURPOSE Addition to Hooksett Memorial Jr. High AMOUNT $350,000.

1976-77 BUDGET OF THE SCHOOL DISTRICT OF Hooksett, N. H.

Budget Committee: Date ____________ 1

Form M-9

STATE OF NEW HAMPSHIRE
D. R. A. OF MUNICIPAL SERVICES DIVISION

1976 - 77

BUDGET FORM FOR SCHOOL DISTRICTS WHICH HAVE ADOPTED THE PROVISIONS OF THE MUNICIPAL BUDGET LAW

SALEM SCHOOL DISTRICT

DISTRIBUTION OF FORMS

BUDGET (RSA 32:7): Forward one signed copy of the budget as approved by the Budget Committee to the State Dept. of Rev. Admin.

RSA 32:5 PREPARATION OF BUDGET. The budget committee shall prepare budgets according to forms prescribed by the Dept. of Rev. Admin. for town expenditures, school district expenditures and village district expenditures. It shall hold at least one public hearing on each budget, public notice, and time of which shall be given at least seven days in advance. The budget committee shall confer with selectmen, school boards, village district commissioners and other officers and departments relative to estimated costs, revenues anticipated, and services performed; and it shall be the duty of all such officers and other persons to furnish such pertinent information to the budget committee. Selectmen, school boards, village district commissioners and department heads shall prepare a statement of estimated expenses and receipts for the ensuing year and submit the same to the budget committee at such time as the budget committee shall fix. The budget committee shall prepare and submit to the selectmen for them to post with the town warrant two copies of the budget prepared for the town at least fifteen days before the annual town meeting. It shall likewise prepare and submit to the school board, or village district commissioners two copies of a school district or village district budget to be acted upon at the school district or village district annual meetings at least fifteen days before said annual meeting for posting by the school board or the village district commissioners with the warrants for their respective meetings.

SEE INSTRUCTIONS FOR COMPLETING FORM ON PAGE 4

SECTION I				BUDGET COMMITTEE		
	PURPOSE OF APPROPRIATION	APPROVED BUDGET 1975-76	SCHOOL BOARD'S BUDGET 1976-77	RECOMMENDED 1976-77	SUBMITTED WITHOUT RECOMMENDATION	
100.	**Administration**	X X X X X	X X X X X	X X X X X	X X X X X	
	110. Salaries	133607.00	134162.00	132428.00		
	135. Contracted Services	18095.00	25140.00	23140.00		
	190. Other Expenses	17590.00	23315.00	21315.00		
200.	**Instruction**	X X X X X	X X X X X	X X X X X	X X X X X	
	210. Salaries	3199904.00	3441126.00	3426126.00		
	215. Textbooks	54499.00	58361.00	52525.00		
	220. Library & Audiovisual Materials	53528.00	56612.00	50951.00		
	230. Teaching Supplies	160317.00	163736.00	147000.00		
	235. Contracted Services	68933.00	70764.00	70764.00		
	290. Other Expenses	30654.00	31973.00	31973.00		
300.	**Attendance Services**	3500.00	3500.00	3500.00		
400.	**Health Services**	54256.00	57314.00	56314.00		
500.	**Pupil Transportation**	230380.00	253984.00	253984.00		
600.	**Operation of Plant**	X X X X X	X X X X X	X X X X X	X X X X X	
	610. Salaries	190899.00	193730.00	190000.00		
	630. Supplies	32388.00	31388.00	28250.00		
	635. Contracted Services	7300.00	7665.00	7665.00		
	640. Heat	77044.00	102716.00	92716.00		
	645. Utilities	129589.00	169262.00	172134.00		
	690. Other Expenses	4060.00	4660.00	4000.00		
700.	**Maintenance of Plant**	213815.00	263779.00	224684.00		
800.	**Fixed Charges**	X X X X X	X X X X X	X X X X X	X X X X X	
	850. Employee Retirement & F.I.C.A.	262410.00	299961.00	347421.00		
	855. Insurance	181842.00	202654.00	202653.00		
	860. Rent					
	890. Other Expenses					
900*	**School Lunch & Spec. Milk Program**	49376.00	49938.00	49938.00	2570.00	#3
1000.	**Student-Body Activities**	81209.00	89287.00	92503.00	1800.00	#4
1100.	**Community Activities**	191.00	200.00	200.00		
1200.	**Capital Outlay**	X X X X X	X X X X X	X X X X X	X X X X X	
	1265. Sites	18495.00	21685.00	21000.00		
	1266. Buildings	7625.00	800.00	800.00		
	1267. Equipment	44257.00	43173.00	13000.00		
1300.	**Debt Service**	X X X X X	X X X X X	X X X X X	X X X X X	
	1370. Principal of Debt	407000.00	407000.00	407000.00		
	1371. Interest on Debt	217974.00	199415.00	199415.00		
	1390. Other Debt Service	125.00	125.00	125.00		
1477.	**Outgoing Transfer Accounts in State**	X X X X X	X X X X X	X X X X X	X X X X X	
	1477.1. Tuition					
	1477.2. Transportation					
	1477.3. Supervisory Union Expenses					
	1477.5. Payments into Cap. Res. Funds					
	1477.9. Other Expenses					
1478.	**Outgoing Transfer Acc'ts. out of State**	X X X X X	X X X X X	X X X X X	X X X X X	
	1478.1. Tuition		9226.00	9226.--		
	1478.2. Transportation					
	1478.9. Other Expenses					
1479.	**Expenditures to other than Pub. Schools**	45733.00	34618.00	34618.00		
1600.	**Adult Education**	10446.00	11298.00	11298.00		
1700.	**Summer School**	1500.00	1500.00	1500.00		
	Contingency Fund					
	Deficit Approp.					
	Supplemental Approp.					
1900	Feddral Programs	79012.00	78032.00	78032.00		
1900	Voucher Proposal		1876956.00	1876956.00		#5
	TOTAL APPROPRIATIONS	6087553.00	8419056.00	8335154.00	4370.00	

*FEDERAL & DISTRICT FUNDS

(3) Article 3 - w/o recommendtion

(5) Article 5 - with recommendation

SECTION II REVENUES & CREDITS AVAILABLE TO REDUCE SCHOOL TAXES	APPROVED REVENUES 1975-76	ESTIMATED REVENUES	
		SCHOOL BOARD'S BUDGET 1976-77	BUDGET COMMITTEE 1976-77
UNENCUMBERED BALANCE	8997.19	50000.00	50000.00
Revenue from State Sources:	X X X X X	X X X X X	X X X X X
Sweepstakes	132183.90	70000.00	70000.00
Foundation Aid			
School Building Aid	122924.82	122924.00	122924.00
Area Vocational School			
Driver Education	7000.00	7000.00	7000.00
Intellectually Retarded			
Child Benefits	4256.00	4000.00	4000.00
Foster Children	1000.00	1000.00	1000.00
Revenue from Federal Sources:	X X X X X	X X X X X	X X X X X
NDEA-Title III-Science, Math & Lang.			
NDEA-Title V-Guidance & Testing			
Vocational Education	37000.00		
National Forest Reserve			
Flood Control			
Sch. Lunch & Special Milk Program	40000.00	40000.00	40000.00
PL815 (Impacted Area-Cap. Outlay)			
PL 874 (Impacted Area-Cur. Oper.)	3500.00	4000.00	4000.00
PL 89-10 (ESEA)			
Voucher Proposal		1876956.00	1876956.00
Other: Title I, Vocational, Title II	42000.00	78032.00	78032.00
Local Revenue Except Taxes:	X X X X X	X X X X X	X X X X X
Tuition	32500.00	24840.00	24840.00
Trust Fund Income	2900.00	2750.00	2750.00
Rent	23500.00	30000.00	30000.00
Other Revenue from Local Sources Athletics, Dr.Tr., etc.	23760.00	22120.00	22120.00
Interest, Royalties		20000.00	20000.00
Bonds-Notes & Capital Res. Funds:	X X X X X	X X X X X	X X X X X
Bond or Note Issues			
Withdrawals from Cap. Res. Funds			
TOTAL SCHOOL REVENUES and CREDITS	481521.91	2353622.00	2353622.00 *
DISTRICT ASSESSMENT →	5606031.09	6065434.00	5481532.00
TOTAL APPROPRIATIONS	6087553.00	8419056.00	8335154.00

*Does not include school share of Business Profit Tax $236,738.00

Detail on items under Capital Outlay in 1976-77 Budget to be financed by bonds, notes and/or withdrawals from capital reserve funds:

PURPOSE	AMOUNT

~~1975-76~~ 1976-1977 BUDGET OF THE SCHOOL DISTRICT

OF SALEM, N. H.

Budget Committee:

Date Feb. 28 1976

Ralph J. Boardman Chairman

Elmer E. Bailey

Ivan A. Williams

Bernard W.M. Campbell

Walter E. Stickney Jr

P.B. Cronin

A.W. Campbell

ALLENSTOWN WARRANT

11. To see if the District will vote to adopt the Education Voucher Program for the school year 1976-1977 in accordance with the rules and regulations of the program as they exist and they may from time to time be amended by the State Board of Education: approving individual voucher value as follows for the school year 1976-1977:

Basic Elementary	$ 972.00
Basic Middle/Jr. High	$ 0
Basic Secondary	$1,338.00
Special Education Elementary	$1,341.00
Special Education Secondary	$1,846.00
Vocational Education	$1,699.00

raising and appropriating the sum of $406,496.00 to fund the Education Voucher Program; and authorizing the School Board to do all things necessary, including the right to receive and expend all federal and/or state funds available to the District under the program, including also the right to enter into agreements with the State Board of Education in order to implement the program as set forth above. Aproved by the Budget Committee.

DEERFIELD WARRANT

7. To see if the District will vote to instruct the School Board to continue and expand the intramural and interscholastic sports programs under the direction of qualified coaching staffs, and to raise and appropriate the sum of one thousand dollars ($1,000.00) for the same. Disapproved by the Budget Committee. (By Petition)

8. To see if the District will vote to adopt the Education Voucher Program for the school year 1976-1977 in accordance with the rules and regulations of the program as they exist and as they may from time to time be amended by the State Board of Education; approving individual voucher value as follows for the school year 1976-1977:

Basic Elementary	$ 970.00
Basic Middle/ Junior High	$ 0
Basic Secondary	$1,338.00
Special Education Elementary	$1,339.00
Special Education Secondary	$1,846.00
Vocational Education	$1,699.00

raising and appropriating the sum of $147,504.00 to fund the Education Voucher Program; and authorizing the School Board to do all things necessary, including the right to receive and expend all federal and/or state funds available to the District under the program, including also the right to enter into agreements with the State Board of Education in order to implement the program as set forth above. Disapproved by the Budget Committee.

THE STATE OF NEW HAMPSHIRE

SCHOOL WARRANT

TO THE INHABITANTS OF THE SCHOOL DISTRICT IN THE TOWN OF CANDIA, COUNTY OF ROCKINGHAM AND STATE OF NEW HAMPSHIRE QUALIFIED TO VOTE IN DISTRICT AFFAIRS:

You are hereby notified to meet at the Moore School, in said Town of Candia, in aforesaid County and State, on the fourth day of March, 1976 at 7:30 o'clock in the evening, to act upon the following subjects:

1. To choose a Moderator for the ensuing year.
2. To choose a Clerk for the ensuing year.
3. To choose a Member of the School Board for the ensuing three years.
4. To choose a Treasurer for the ensuing year.
5. To choose two Auditors for the ensuing year.
6. To see if the District will appropriate $ 415,000.00, or any other sum for (1) constructing and equipping an addition to Moore School including a Gymnasium and (2) making alternations to the Moore School and to determine whether such appropriations shall be raised by borrowing or otherwise, or to take any other action relative thereto.
7. To determine and appoint the salaries of the School Board and Truant Officer, and fix the compensation of any other officers or agents of the District.
8. To hear the reports of Agents, Auditors, Committees, or officers or agents of the District.
9. To see if the District will hold to adopt the Education Voucher Program for the school year 1976-77 in accordance with the rules and regulations of the program as they exist and as they may from time to time be amended by the State Board of Education; approving individual voucher value as follows for the school year 1976-77:

Basic Elementary	$ 1,004.00
Basic Secondary	1,342.00
Special Education Elem.	1,386.00
Special Education Sec.	1,852.00
Vocational Education	1,704.00

Raising and appropriating the sum of $ 200,375.00 to fund the Education Voucher Program; and authorizing the School Board to do all things necessary, including the right to receive and expend all federal and/or state funds available to the District under the program, including also the right to enter into agreements with the State Board of Education in order to implement the program as set forth above.

The State of New Hampshire

To the Inhabitants of the School district in the town of HOLLIS *qualified to vote in district affairs:*

You are hereby notified to meet at the WALTERS AUDITORIUM in said district on the 1st day of March 1976, at eight o'clock in the after noon, to act upon the following subjects:

1. To determine and appoint the salaries of the School Board and Truant Officer and fix the compensation of any officers or agents of the district.

2. To hear the reports of Agents, Auditors, Committees or Officers chosen, and pass any vote relating thereto.

3. To choose Agents and Committees in relation to any subject embraced in this warrant.

4. To see if the district will vote to authorize the School Board to make application for and accept on behalf of the school district any or all grants or other funds for educational purposes which may now or hereafter be forthcoming from the United States Government or from the State of New Hampshire or from any other source.

5. To see if the district will vote to authorize the school board to participate in the New Hampshire Educational Voucher Project.

6. To see if the district will vote pursuant to RSA 31:105 to provide indemnification for school administrators, school board members, district officers or agents, from personal loss or expense including reasonable legal fees and costs, if any, arising out of any claim, demand, suit or judgment by reason of negligence or other act resulting in accidental injury to a person or accidental damage to property providing the indemnified person was at the time of the accident within the scope of his employment or office.

7. To see if the school district will vote to authorize the school board to purchase a comprehensive general liability insurance policy in order to protect the school district officers, administrative staff and itself against personal liability suits.

8. To see if the district will vote to accept the budget submitted by the budget committee and pass any vote in relation thereto.

Given under our hands at said Hollis this 12th day of February 1976

Daniel W. McNamara

School Board

THE STATE OF NEW HAMPSHIRE

TO THE INHABITANTS OF THE SCHOOL DISTRICT IN THE TOWN OF HOOKSETT QUALIFIED TO VOTE IN DISTRICT AFFAIRS:

You are hereby notified to meet at the Hooksett Memorial School in said District on the 12th day of March, 1976, at seven o'clock in the evening, to act upon the following subjects:

1. BY PETITION: To see if the District will appropriate $350,000.00 or any other sum for the purpose of constructing and equipping an addition to the Hooksett Memorial Junior High School, and to determine whether any such appropriation shall be raised by borrowing or otherwise, or to take any other action relative thereto. (Submitted without recommendation by Budget Committee.)

2. BY PETITION: To see if the District will vote to authorize the School Board to permit the voluntary recitation of the Lord's Prayer in the elementary schools of the District in accordance with Revised Statutes Annotated 194:15-A of The State of New Hampshire.

3. To see if the voters of the District will increase membership on the School Board from three (3) to five (5) members commencing with the 1977-78 School Year.

4. To see if the District will vote to authorize the School Board to accept on behalf of the District, any Federal or State funds designed to improve educational opportunities. Further, to see if the District will authorize the School Board to make application for said funds and then expend the same for such projects as it may designate.

5. To see if the District will vote to authorize the School Board to accept and to spend, in the name of and in behalf of the School District, gifts for the use of the School.

6. To see if the District will hold to adopt the Education Voucher Program for the School Year 1976-77 in accordance with the rules and regulations of the program as they exist and as they may from time to time be amended by the State Board of Education; approving individual voucher value as follows for the School Year 1976-77:

Basic Elementary	$ 1,086.00
Basic Middle/Jr. High	$ 1,162.00
Basic Secondary	$ 1,572.00
Special Education	
Vocational Education	

Raising and appropriating the sum of $621,900.00 to fund the Education Voucher Program; and authorizing the School Board to do all things necessary, including the right to receive and expend all Federal and/or State funds available to the District under the program, including also the right to enter into Agreements with the State Board of Education in order to implement the program as set forth above. (Not recommended by Budget

OURY & WILLIAMS
ATTORNEYS AT LAW
814 ELM STREET
NCHESTER, N.H. 03101

STATE OF NEW HAMPSHIRE

MAR 24 1976

To the inhabitants of the School District in the Town of Salem qualified to vote in District affairs:

You are hereby notified to meet at the Salem High School in said District on the 0th day of March, 1976, at 1:00 o'clock in the afternoon to act upon the following subjects:

1. To see if the District will authorize the school board to make application for, to receive and to spend in the name of the district such advances, grants-in-aid or other funds for educational purposes, as may now or hereafter be forthcoming from Federal, state, local, or private agencies.

2. By petition: The Salem School District vote to require the school board to make public any initial proposals that necessitate the school board, or their agents, to enter negotiations.

3. By petition: To see if the Salem School District will vote the sum of $2570 (Two thousand five hundred and seventy dollars) for the purpose of establishing a tennis team at Salem High School.

4. By petition: To see if the Salem School District will raise and appropriate the sum of $1800 (One thousand eight hundred dollars) for the purpose of continuing golf as an interscholastic sport at Salem High School.

5. To see if the District will vote to adopt the Education Voucher Program for the school year 1976-1977 in accordance with the rules and regulations of the program as they exist and as they may from time to time be amended by the State Board of Education; approving individual voucher value as follows for the school year 1976-1977:

Basic Elementary	$1133
Basic Secondary	$1400
Special Education:	
Elementary	$1564
Secondary	$1932
Vocational Educ.	$1778

raising and appropriating the sum of $1,876,956 to fund the Education Voucher Program; and authorizing the School Board to do all things necessary, including the right to receive and expend all federal and/or state funds available to the District under the program, including also the right to enter into agreements with the State Board of Education in order to implement the program as set forth above.

6. By petition: To see if the District will vote to raise and appropriate the sum of $98,400 (Ninety-eight thousand four hundred dollars) to implement a teacher pay raise comparable to that given the town employees.

7. To see what sum of money the District will vote to raise and appropriate for the support of schools, for the payments of salaries of school district officials and agents, and for the payment of the statutory obligations of the district.

8. To transact any further business that may legally come before the meeting.

Given under our hand at said Salem this second day of March 1976.

LAW OFFICES OF
SULLOWAY HOLLIS GODFREY & SODEN
9 CAPITOL STREET
CONCORD, NEW HAMPSHIRE 03301
TELEPHONE (603) 224-2341

FRANK J. SULLOWAY (RETIRED)
FRANKLIN HOLLIS
IRVING H. SODEN
JOSEPH S. RANSMEIER
GUY A. SWENSON, JR
CHARLES F. SHERIDAN, JR
LAWRENCE E. SPELLMAN
JOHN B. PENDLETON
MARTIN L. GROSS
MICHAEL M. LONERGAN
JOHN C. RANSMEIER
EATON W. TARBELL, JR.

MICHAEL M. RANSMEIER
KENNETH L. ROBINSON, JR
EDWARD M. KAPLAN

JAMES B. GODFREY
OF COUNSEL

October 10, 1975

OCT 15 1975

Mr. William H. Milne, Director
New Hampshire Educational Voucher Project
105 Loudon Road
Concord, New Hampshire 03301

Dear Bill:

In accordance with your telephone request of October 10, enclosed is a refined version of the proposed regulation pertaining to approval of non-public eligible providers. Copies have been forwarded to Messrs. Bittenbender, Paire, Severance and Menge.

Yours very truly,

Martin L. Gross

MLG/bw
Enclosure
cc: William Bittenbender, Chairman
Newell J. Paire, Commissioner
Melvin J. Severance, III, Local Project Director
John H. Menge

Draft Regulation Pursuant to 194-A:3,I (e)
Standards and Procedures for Approving Non-Public Schools as Eligible Providers.

An applicant which is not established or governed by a public authority nor wholly supported by public funds ("non-public school"), as part of its application for approval as an eligible provider, shall:

(1) Provide detailed description of the applicant's establishment, governing body and financial support.

(2) Certify that the applicant is constitutionally qualified to receive public funds in exchange for providing child benefit services, that is educational services directly benefiting the child. (This is not to be construed as a restriction on use of voucher revenues so long as they are used for the provision of educational services consistent with any constitutional limitations.)

(3) Agree that the applicant will defend its certification of eligibility to receive public funds in any court contest of eligibility to receive public funds and that it will also defend and hold harmless the State Board of Education or any local Board in the event of such a court test.

(4) Agree to repay any public funds if the applicant is found to be constitutionally ineligible to receive public funds.

(5) Demonstrate the applicant's financial capacity to defend its eligibility certification and to make any court-ordered refund.

(6) If the applicant is located within the State of New Hampshire, demonstrate that it has obtained approval from the State Board of Education in accordance with procedures outlined in Regulations And Procedures For Non-Public Schools in New Hampshire.

(7) If the applicant is located outside the State of New Hampshire, provide evidence that it has been approved by the responsible public authority of the state in which it is located as qualified to offer the educational services for which it is seeking eligible provider status.

APPENDIX X

Types of Aid Received

By Participating Districts*

STATE

1. Foundation Aid

198:10 Formula based upon equalized valuation and average daily membership ($200 per elem. student - $300 per high) plus "Local Effort".

2. Sweepstakes

Allocated on basis of resident membership in attendance (ADM).

3. School Building Aid

a. 30% single district.

1[illegible]15-b,e b. 40% plus 5% for each pre-existing district in excess of two, not to exceed 55%.

c. 40% for construction of supervisory union education administration building.

If legislative appropriation insufficient the money shall be prorated proportionately.

4. Foster Children

198:26 Amount to be equal to state average cost per pupil for preceding year (elem., jr. hi., h. s.). (198:26) However, in practice, funding permits $200 per foster child per year (198:24).

5. Incentive Aid

198:19 As an incentive to undertake the obligations of an area school, the State Board shall pay annually to each receiving district for each pupil in average daily memberships $45. elem., $60. junior hi., $75. high school. Legislative appropriation insufficient to meet this commitment - appropriation apportioned proportionately .

6. Child Benefit Services

Any school district which is providing any child benefit service pursuant to RSA 189:49 & 50 shall be granted the following proportion of
189:49 the costs, exclusive of any part of the cost and carrying charges of any
198:22 capital improvements of providing such service to any student who regularly attends a nonpublic school within the district for more than one half each school day not more than 70% of such cost of any such service. If funds insufficient, grants shall be prorated proportionately.
(Attorney General to render opinion relative to Guidelines for Child Benefit Services.)

186-A 7. Handicapped Aid

1. Tuition liability of district shall be limited to the state average cost per pupil of the current expenses of operation of the public elementary, junior
186-A:8 high, or high school for the preceding school year. Current expense not to include cost of transportation of pupils, capital outlay, and debt obligations. The State Board shall be responsible for any tuition costs which exceeds the state average cost per pupil of current expenses. Said legislative appropriation is insufficient, guidelines are being considered relative to apportionment of funds. (SBE adoption expected in October, 1975.)

186-A:9 2. Transportation

School board shall furnish suitable transportation to all handicapped children who are four years of age or older and who are able to be so transported to the place when such instruction or training is to be furnished. Liability of school district for transportation shall not exceed for each pupil transported an amount equal to the liability to the district for tuition as specified in RSA 193:4.

3. State Aid - Handicapped

186-A:11 State Board may pay over certain sums to any school district or private organization operating approved programs to pay a portion of the actual cost of each New Hampshire resident child in such a program so long as funds appropriated for the purpose.

8. Driver Education Aid

262:1-A The proceeds from original license fees as provided in RSA 262:11 and services fees for initial number plates collected in accordance with RSA 260:10-A, after cost of plate and issuance of same have been appropriated and deducted, shall be expended solely for courses of instruction and training in safe motor vehicle driving conducted in or under the supervision of secondary schools.

1. Title I - ESEA - Education of Disadvantaged Children

Eligibility based upon the number of low-income children. Title I funds could not follow student opting to leave district since by law these children cannot be identified. For the same reason, these children could not participate in a program for disadvantaged in their new choice because that district's funds would be based upon the number of its disadvantaged children. Title I funds would not follow since they are used to fund pupils. (Note: Dick Hodges willing to meet with you or staff and put something in writing that would assure a school district that its program for disadvantaged children would not be curtailed because some of those children opted to go elsewhere.)

Title I funds for involved districts for Fiscal '76 are as follows:

Allenstown - $ 9,991 ; Candia - $6,306;
Deerfield - $ 7,599 ; Hollis - $17,484;
Hooksett - $24,352 ; Salem - $29,103

2. PL-874 (Impacted Area, Current Operations)

If 3% of the district's enrollment are children whose parents live or work on federal property (in military service included), then the district is eligible for funds under PL 874. All the participating districts have been or currently are eligible to receive these funds. (See Mun. Budget Report Form D, 1974/75)

3. School Lunch and Special Milk Program

RSA 189:11a - "Each school board shall make a meal available during school hours to every pupil under its jurisdiction." This section goes on to indicate that a waiver may be granted. However, based upon the advice of the A.G.'s office, the SBE at its August meeting instructed the Commissioner to enforce the law - as indicated at the beginning of this paragraph.

This certainly has implications relative to an alternative school that develops in response to parental demand. (Suggest contact George Bussell, Director, Food & Nutrition Services, as to how this could be handled.)

Federal reimbursement based on cost of plate served and free and reduced meals. Mr. Bussell suggests that there would be really no loss to district since money follows the child. However, at the point in time when you can supply him with some actual figures, he will give you the dollar drop in revenue. Figures indicate 48% of high school students participate in hot lunch - 75% of elementary students.

His office also handles State school lunch funds. Considerable portion of these funds are for non-food assistance. Remainder apportioned to schools.

* As indicated on participating districts' 1974/75 Municipal Budget Report Form (D)

Other Possible Sources of State Aid

186-B:4 State Aid to the Blind

I. Register of Blind. The director for blind services, shall prepare and maintain a register of the blind in the state, which shall describe their condition, cause of blindness, capacity for education and industrial training, and such other data as he considers advisable.

II. Industrial Aid. The director for blind services shall act as a bureau of information and industrial aid for the blind, and for this purpose may furnish materials and tools to any blind person. He may assist blind persons engaged in home industries in marketing their products,in finding employment, and in developing home industries. He may ameliorate the condition of the blind by devising means to facilitate the circulation of books, by promoting visits among the aged or helpless blind in their homes, and by such other methods as are expedient. However, he shall not undertake the permanent support or maintenance of any blind person.

III. State Aid. The director for blind services, shall furnish assistance to such blind persons, in such amounts and at such asylums, schools, or other institutions designed for the purpose of industrial aid to the blind as the department of education directs.

IV. Instruction Outside State. The chief of the division at his discretion contribute to the support of the blind persons from New Hampshire receiving instruction in industrial institutions outside of the state. The furnishing of such assistance shall not affect the settlement of any person nor his right to vote.

V. Assistant to Aid Blind. The state board of education may appoint other officials and agents necessary to assist in carrying into effect the provisions of this chapter, subject to regulation of the state personnel commission.

186-B:5 Industrial Workshop and Homework Program

186-B:6 Aid to the Blind; Transfer of Functions

186-B:7 Transfer of State Agency for Blind; Position Abolished

186-B:8 Nesmith Fund

188-A:12 State Aid for Area Vocational Schools

State Board authorized to pay from its regular budget full or partial tuition and transportation for pupils attending designated vocational courses whose residence is in a district where the high school does not offer a similar vocational course. Tuition not to exceed rate being paid by regular students attending the high school operating the vocational education center. Transportation not to exceed normal transportation rates or established buses. If State Board budget insufficient to pay total charges, the tuition paid first and transportation pro-rated.

Other Possible Sources of Federal Aid

It is possible that some of the school districts may become eligible for federal funds through additional implementation of PL 89-10 (ESEA). Also, 239-B:6-a Highway Safety Program. A school district providing comprehensive driver training programs in accordance with the federal statutory provisions assented to in and under section 2 of this chapter shall be eligible for reimbursement of federal funds apportioned to this state for such programs.

DISTRIBUTION TO SCHOOL DISTRICTS FROM THE PROCEEDS OF THE NEW HAMPSHIRE SWEEPSTAKES 1975-76

District	Resident Membership in Attendance	Amount of Payment
Allenstown	738.5	$ 18,111.92
Candia	577.5	14,163.35
Deerfield	377.5	9,258.29
Hollis	853.0	20,920.06
Hooksett	1,421.2	34,855.33
Salem	5,389.7	132,183.90

These computations result in a per pupil grant of approximately $24.52.

Average Daily Membership in Residence used to compute per pupil grant is:
171,255.9

ASSUMPTIONS TO BE TESTED

1. INCREASED FREEDOM OF CHOICE: Parents will have increased freedom in choosing their child's education, there will be a wider variety of educational programs available after the introduction of vouchers.

It will be necessary to determine and describe the variety of educational programs currently available. This should include public school programs in detail as well as private school programs within a reasonable commuting distance. Descriptions of available programs should include: philosophies of the schools, test and other materials; time allotments to various subjects; teaching style; major and minor subjects taught including approximate number of hours per week, and so forth; school services, i.e., guidelines, physical education, library, and any other services provided.

The description of private school programs within reasonable commuting distance should include all costs such as: tuition, transportation, board, room, and supplies.

After introduction of vouchers it will be necessary to:

1. Determine changes in the public school programs - increased alternatives, if any.
2. Determine changes in the existing private school programs, if any.
3. Assess the new programs (new alternatives) which arise directly as a result of the voucher project.
4. Assess the new programs which arise and become alternatives, but which cannot be attributed directly to vouchers.

The above four determinations should be as extensive as the descriptions of the programs in existance in the public schools and private schools within reasonable commuting distance before the introduction of vouchers. The descriptions of pre- and post-voucher experiment schools should be as objective as possible.

As educational programs change (in public and private sectors) and as existing programs terminate and other programs begin, careful descriptions should be written. It is unreasonable that each school which accepts a voucher student should be studied as it is likely that several students will attend private schools many miles from home and probably would have attended these schools with or without vouchers.

There is no doubt that "parents will have increased freedom" in selecting an educational program for each child. The freedom should be measured in terms of how it is exercised. If the private sector charges tuition well above the voucher amount, there will be very little freedom to choose for low and moderate income families. The freedom to choose will probably be determined by the varieties of public and private school programs whose costs approximate the voucher amount. Also, there are doubtless some families who would select a private school alternative even though the cost may be well above the voucher allotment. The voucher may make the difference between the selection of a private high cost education and a public school education in some situations.

QUESTIONS TO BE ANSWERED:

a. What are the educational alternatives available before vouchers?

b. What are the educational alternatives which become available as the result of vouchers?

c. What is the difference between (a) and (b) above?

To what extent do parents use vouchers to select alternatives (in public and private schools) which had not previously been available?

d. To what extent do parents use vouchers in selecting alternatives which were available but prohibitive due to cost.

It is suggested that interviews be conducted with all (or a sample) of parents who: a. keep children in same schools; b. use vouchers to finance private education for the first time; c. use vouchers to partially finance private education for children already attending private schools. The interviews should center on the parents' decision making processes.

2. DIRECT PARENTAL PARTICIPATION: Parents will participate more directly in school affairs. Therefore, parents will exercise vouchers to transfer students between schools and will be more active in parent groups in all schools.

   It will be extremely difficult to obtain measures of current participation in school affairs. Perhaps a questionnaire to random samples may get at some of this. After the voucher project begins, records should be kept as to parental attendance at school and school related functions. The extent of participation can be measured on the surface (hours spent, counts of attendance, and the like). It is much more difficult to measure the depth of parental involvement.

   Involvement of parents in school affairs will be interesting to measure in relation to those who use vouchers as methods for obtaining alternative programs. Do the parents who use the voucher option participate to a greater degree in school affairs than those who do not? What is the nature of their participation?

3. IMPROVED ACCOUNTABILITY: Schools will provide more factual information to parents concerning the effectiveness of their educational programs. Parents will then use this information in the selection of their child's program.

   First determine how much factual information is currently provided to parents by the schools. This will provide a base against which changes can be measured. Factual information may relate to: a. curriculum; b. extra-curricular; c. student achievement; and the like.

   What factual information is provided after vouchers? What is the nature of the factual information? Through interviews with random selections of parents, it may be determined the extent to which the "factual information" about schools is used in the decision making process relative to selection among alternative programs.

4. INCREASED EDUCATIONAL RESPONSIVENESS AND DIVERSITY: Increased educational diversity will result. The number of new schools and the number of times that programs change will increase in response to the consumers' stated needs.

   It should be easy to measure educational diversity: a. What schools and programs within schools become available as a direct result of the districts participation in the voucher project? b. What are the changes which occur in existing schools and in new schools which are directly attributed to the project? A month by month record of changes should be kept. The final evaluation of assumption #4 will not be made until near the end of the voucher experiment. c. Determine the extent to which the school program changes which occur during the period are the direct (or indirect) result of the consumer's (students) needs. Does the program fit needs of the market place?

5. IMPROVED EDUCATIONAL ACHIEVEMENT: The level of achievement will improve or remain stable under a voucher plan. Standardized and comprehensive testing programs will indicate increased or stable results in students' conventional academic achievements.

In order to test change in academic achievement which may be attributed to the voucher experiment, it will be necessary to establish current levels of achievement.

The design to test hypotheses associated with academic achievement should probably include the following:

1. Decisions about what constitutes academic achievement - reading, English, mathematics, social science, science, and so forth.
2. Selection of test instruments appropriate to the grade levels of students.
3. A pre-test of achievement at the beginning of the voucher experiment.
4. Predictions as to normal educational achievement at various points during the life of the project.
5. Administration of the test at various intervals during the project.
6. Comparisons between predicted achievement and actual achievement as measured by the testing program.
7. Statistical tests in order to determine whether the changes between the predictions and the actual test results are significant or whether the changes have a high probability of having occurred due to chance.

6. MORE EQUAL OPPORTUNITIES: Low and moderate income parents will have more educational opportunities for their children. This increase will be indicated by a substantially greater number of low and moderate income parents selecting other than their previous single option. Also, the percentage of families selecting other than the previous educational option will not be related to family income. In order to evaluate the assumption that moderate and low income parents select alternatives not previously available (economically) to them implies that:

   1. A determination of family income be made.
   2. The determinations of family income be characterized as "moderate" or "low" by some standard.
   3. Within the "moderate" and "low" groups a careful accounting should be kept as to numbers of families who select options available within the project.
   4. The numbers of families within the "moderate" and "low" groups who select options would then be evaluated against their most likely selections if there had been no voucher experiment.

7. COST EFFECTIVENESS: The cost per unit of education of a comparable quality will fall. The cost per student will be less under a voucher plan than under the present system, with no decrease in educational effectiveness.

   This assumption is based on the relationship of two separate measures - the cost per child for education of a specified length of time and education of comparable quality. The cost figures should be available with careful accounting procedures, although there may be some problems in accounting for transportation if it is provided by parents to schools outside of the district.

   The second part of cost effectiveness deals with education of "comparable quality." This is much more difficult to determine. Probably test scores, faculty experience, class time, student-teacher ratios, educational services, extra-curricular programs and instructional materials should all be taken into account when determining whether educational programs are of "comparable quality."

   It should be noted that the cost figures against which the voucher experiment is evaluated should not be costs of any one year, but rather the increases which would be forcasted if the experiment had not been carried out.

8. REFOCUSING OF POLITICAL ACTIVITIES: There will be reduced political emphasis on the educational process. The political system will be more concerned with how to fund education and will tend to leave the process of providing education to those with educational expertise.

At various times in most communities pressure groups attempt to influence what is taught in public schools. The pressures may come from individuals in groups within or outside of the community and may take the form of influencing which teachers are hired, the viewpoints expressed in textbooks, and the content of the curriculum. The pressures often express political, social, economic or religious biases.

An assumption has often been stated that pressures of these types will be decreased through vouchers as the schools become more responsive to parent and student needs and wishes.

In order to determine whether pressures of these types decrease because of vouchers, the following should occur:

1. Historically construct and document the pressures on the school system during the past several years.
2. During the existence of the voucher project careful tabulation and documentation should be kept whenever pressures threaten the school curriculum, staff, textbooks, and library policy, etc.
3. Determine whether there have been fewer pressures during the voucher years than during the several years previous to vouchers.

Some measures should also be taken as to whether there is increased awareness and action about funding local education which can be attributed at least in part to the decision of the district to participate in the voucher project.

9. DECLINE OF PUBLIC SCHOOLS: The public schools will not be able to compete effectively with private schools. There will be a noticeable decline in public

school enrollments.

This should be easy to measure through careful accounting of shifts in school enrollment. Probably month by month charts on enrollments should be kept. The term "noticeable decline" is not clear and perhaps should be expressed as a percentage.

10. EDUCATIONAL AND SOCIAL STRATIFICATION: Public schools will be left with only the difficult-to-educate students. The public schools will become a dumping ground for students with low achievement social adjustment problems or behavior problems. Moreover, the possibility of racial, ethnic, or socioeconomic segregation is increased.

Careful measures should be taken, as to ability levels (I.Q. and other scores) and by attitudes toward school, on students who select private schools and those who remain in public schools. In general, the null-hypothesis that there are no differences between public and private school enrollments in the above categories should be tested, probably at the .05 level. Further tests and surveys on racial, ethnic, and socio-economic balance should be made. Each should also be tested against the null-hypothesis that differences between the public and private school children do not exist.

11. TRANSITIONAL PROBLEMS: The consequences of success or failure of the project cannot be anticipated. Non-acceptance of the voucher concept following federal withdrawal from the project could present major adjustment problems in returning to traditional educational financing. Acceptance may lead to an increase in local property tax burdens.

Impossible to measure at this time. The ideas expressed in #11 are of long term consequence and should be observed under those conditions.

12. REQUIREMENTS FOR NON-PUBLIC SCHOOLS: That New Hampshire's non-public schools will not accept the evaluation-auditing requirements and hence will not participate. It should be noted that the SBE is sensitive to the above concerns and will closely monitor any such test.

The degree or amount of acceptance by non-public schools of the requirements for evaluation and auditing can be measured directly by observation and final acceptance or rejection of voucher students. If voucher students are not accepted by certain private schools the reasons and objections should be carefully documented. For each school which rejects the voucher students (if any) a case study should be compiled.

APPENDIX TO ASSUMPTION #2

#2

Group I (Parents of children who select alternatives because of the voucher project).	Questionnaire or Interview to determine extent of involvement in school funcions.	Careful observation about hours spent, attendance, etc. in school functions.
Group II (Parents of children who do not select alternatives even though they are eligible because of the voucher project).	Same as Above	Same as Above

APPENDIX TO ASSUMPTION #5

#5

The general design to test hypothesis #5 follows.

a) $H_0 : \bar{X}_A = \bar{X}_R$

b) $H_1 : \bar{X}_A > \bar{X}_R$

c) $H_2 : \bar{X}_A < \bar{X}_R$

For each area of academic achievement, and for each grade level, a null-hypothesis should be written which states that the achievement mean ($\bar{X}_A$) of students in alternative programs is statistically equal to the mean of achievement ($\bar{X}_R$) of students in regular programs. Alternative hypothesis (H_1 and H_2) may be accepted if H_0 is rejected.

These tests, using t - ratios or Analysis of Variance Methods, should be applied:

a) before the voucher experiment begins;

b) at appropriate intervals during the project;

c) as part of the terminal evaluation.

APPENDIX TO ASSUMPTION #7

#7

It should be pointed out that Assumptions #5 and #7 are closely related. The test results gathered in #5 can be applied directly to #7. However, educational programs of comparable (although not necessarily equal) quality involve measures and observations of which academic achievement is only one part.

REFINEMENT OF STATE OBJECTIVES
AND
STATE NEEDS FOR DATA AND ANALYSES

The State of New Hampshire would not be involved in a new educational program without these basic considerations:

I. The quality of education should improve, or at least remain the same while related factors improved. (Quality: desirable student performances.)

II. The adults and children perceive more freedom as a group and more choice and influence as individuals. (Choice and influence.)

III. Cost effectiveness: less waste of money and resources for the results obtained. While it is expected that the cost will be reduced or at least remain the same, the citizens may want to pay slightly more for demonstrated improved quality and/or more freedom of choice.

IV. Transitional problems at the start, during, and completion should not be seriously detrimental to the students, community, or local resources.

These four considerations underlie the twelve claims or negative arguments about the project. These are shown by numbers in parentheses. The material outlined here is expanded in the date gathering and analyses sections.

I. Desirable student performances. (5)*

   A. Student progress in basic subjects. (Progress is stated instead of achievement, because students differ in what they already know and in how fast they progress, but all should progress.)

   B. Students are interested in learning. (Students should be interested while in school and should want to continue to learn after schooling.)

   C. Pupils perceive that what they study has current and future uses for them. (While this is related to interest, the curriculum should be selected because it should be useful for students in their roles both when children and when adults.)

   D. Desired student performances in specific alternative programs. (Some alternatives may have specific outcomes not covered adequately by A, B, and C. The only way that parents and others can determine the success of those programs is to determine how well the children in other programs do on those same performances.)

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* Numbers in parentheses refer to Assumptions to be Tested.

II. Choice and influence.

A. Parents' and children's perceptions of choice and quality are basic. (1), (2), (3), (4), (5), (6).
(They may not consider that the alternatives differ importantly or that any program is what they want; therefore, the chief criterion of whether there are meaningful choices is their perception.)

B. Experts' classifications of the operations of alternative programs. (3), (4), (5). (This is less important than II A, but it provides useful information to parents and the project.)

C. Records kept of programs initiated and changed, of the enrollments in each, and the characteristics of the students. (2), (3), (4), (6), (9), (10). (Again less important than II A, but these provide information to parents and is needed for (9) and also for (10) to compare student enrollments by student characteristics such as SES, handicaps, ets. These student characteristics should be compared to II A, to see if perceptions of choice are related. Participation of non-public schools (12) would be recorded.)

D. Records kept of parent contacts with schools, including as members of parents' groups and attending school board meetings. (2) (This should include samples of types of contacts, statements made, and the "platforms" of the candidates for school board and selectman and the voting results for those offices and school bonds.)

III. Costs (7) Cost effectiveness.

A. Bookkeeping is routinely done in all school districts, so the data are available but re-analyses are likely to be needed for project purposes.

Data will be needed for previous years and from similar school districts.

B. Voucher determination. This is not needed so much for cost effectiveness as for reporting the influence of the voucher level on the success of implementing the project.

C. Special project factors: transportation, compensatory vouchers, laid-off teachers and facilities if any, etc.

D. Effects of federal funds: how spent.

IV. Problems of transitions (11) at starting, during, and completion. (Data from I, II, and III will pertain to this part, but this would be chiefly an historical record for the guidance of other projects.)

A. The greatest problem of any project is in putting the plan into practice. All sorts of unforeseen problems come up, especially in misunderstandings of purposes and conflicts with the ideals, ideas, and self interests of the many persons participating. This is true for any innovation; fortunately, vouchers are not like open classrooms for which buildings are built and may have to be altered later.

B. Efficiency drops during transition.

1. Desirable student performances are not likely to rise during the first year because it takes time for a program to "shake-down". (Fortunately, student performances are unlikely to drop. Evidence from all over the country suggests that students are very flexible in adjusting to varied school situations; so that strikes and curriculum changes usually have little effect on performances. Only a total lack of instruction for a long period of time or a new curriculum that actually reduces opportunities to learn have measurable effects.)

2. Choice and influence. In a time of rapid transition, individual opinions can be overlooked during the press of taking action. Actually, for the opportunity of choice, parents and children are likely to be forgiving during transition. On the other hand, critics will still

try to prove points. In the longer run, if a change has been oversold, the supporters become disillusioned.

3. Costs for changing from the old and starting up the new can be considerable. There are built-in expenses if teachers are laid off and facilities are unused or remodeled. Actually, the initial transition is planned to be gradual. Additionally, there is much evidence that relatively few parents will rapidly change their children's programs. It is likely that the greatest effect of the voucher system will be that the public schools will become more responsive to the varied desires of parents and students. This would probably not greatly affect the use of existing buildings or require much remodeling, but new curriculum materials may be needed. The present teachers are likely to benefit, because they, as well as parents and children, will have more opportunity for working in an alternative program of their choice or start their own schools.

DATA GATHERING AND ANALYSIS

The individual school systems and NIE will want to gather, analyze, and present considerable data. Some of this is built into the Voucher Plan: parents should receive more information on their children's progress and on school programs and how effective they are.

The state needs the information that has been outlined. To prevent data gathering from being detrimental to the project by being too unwieldy and expensive, the schools, state and NIE should coordinate their efforts. Each should ensure that it gets the data that it needs, but duplications should be avoided. The quality of data depends on the instruments used and also on how those instruments are administered. Thus, if one group administers an instrument, the other groups should monitor that activity to prevent biases, including teaching test items as occurred in a performance contracting project. The state should be active in the joint design of instruments and in monitoring their use. Only if some information area is seriously neglected, should the state design and administer its own instruments.

Data gathering and analyses are interrelated. Data should not be gathered if there are no plans for its use. On the other hand, some data may not be of intrinsic importance but is needed for control variables in the analyses, e.g. test scores for students entering the program are essential to make sure that subsequent achievement levels are not merely reflective of what students knew at the start of the year. While data gathering and analyses mentioned here were planned together, they are presented separately.

Data gathering, including instrument design.

Here are a few general principles:

A. Every student and parent participates as fully as possible. It is scientific to use item and student sampling for enormous projects such as the National Assessment of Educational Progress, but that is inappropriate here.

1. Parents and teachers want information on every child. Information is

needed on every parent to relate to his child's data.

2. With more freedom of choice, some students may move through fairly unique patterns of programs, so complete data are needed to analyze those patterns. This is particularly true in this project in which students may be free to move to a new program at any time.

3. At one time it was proposed that students in private schools with less than 25% of voucher students would not be tested. Those students would propably have special characteristics, so data on them would be essential in the analyses, although the school would not need to give a lot of information on its programs. Responsibility for testing those students might not fall on such schools, instead, receiving a voucher would put the responsibility on the parents and students.

(B) There are all sorts of information that it would be nice to know, but trying to get it might overburden the project. Efforts should be made to keep data gathering to a minimum. On the other hand, accurate data are needed for each individual so the measures should be long enough to be reliable.

(C) New and old laws on individual privacy and public right-to-know have to be followed, especially because project opponents will be looking for suspected violations.

(D) The project has a transition phase, a public-only phase, and the inclusion of non-sectarian private schools. The gathering of data base information should start as soon as possible and should be pertinent to not only the the current phase but also to subsequent plans. It is not only that the data will be needed, in addition, tryouts of the instruments and their use are highly desirable.

Here are specific points relating to the previously shown classification.

I. Desirable student performances.

A. Standardized tests are suitable for basic subjects because the scores can be related to previous scores and to other groups. One problem with this is that popular demands most standardized tests have too many subscores, so the important sections are too brief. Perhaps the basic sections from two tests could be used.

1. The most efficient measure (many items given in a short time) for reading is a vocabulary test with the words in brief sentences.)
2. The most valid arithmetic item is an application problem: computations and new math are important only as they aid applications. Application items take time to give and usually require reading. Nevertheless, they should be used in a standardized administration followed by a retest with the problems read aloud.
3. In order to measure progress, tests should be given at both the start and end of each year, and probably at midyear. It is particularly important to give a test like the Metropolitan Reading Readiness Test at the start of the first grade to measure a student's knowledge at the start of school. (This will be much more closely related to later achievement than will SES measures.)
4. IQ tests do not need to be used. There is nothing mistical about IQ tests, they are merely generalized achievement tests. Actual achievement tests in reading and in math applications are sufficient.

B. Interest in learning.

1. Students will check liking for school and for each academic subject. (In the early grades, the options can be frowning or smiling faces and the directions given orally by someone other than the teacher.)
2. Parents will check the level of student interest for previous and current years.

C. Current and future usefulness of subjects.

1. When older students check their interests in subjects, they will also check for each subject whether they use it out of school and whether they expect to use it in one or more of the following adult roles:

worker, member of a family, citizen, leisure interests, as an individual.

D. Objectives of specific programs.

   1. Decisions will have to be made to keep this to a reasonable amount of time: here item or student sampling could be used. Both pre- and post-teating is needed.

   2. These would not be specific to program activities and content, instead, these items would be on the general desired outcomes of those specific programs.

III. Choice and influence.

A. Parents and children will check the following:

   1. Whether they feel that they have more choice of programs now than previously.

   2. Whether they feel that the school staffs and the school board are more responsive to parents and students than previously.

   3. Whether they feel that report cards, conferences with teachers, and other information on children's progress are more informative.

   4. Why they chose the programs that they did, and why they didn't choose each of the alternative programs.

   5. Whether they are more satisfied with the schools than previously.

   6. Parents' and students' feelings of the importance of schooling and how long a child should stay in school.

B. Experts' classification. This has uses for the parents and for educators but is not important to the state.

C. Program enrollment records and student characteristics.

   1. Program enrollment records of individual students are necessary for cross-classifications with student characteristics, student achievement gains, student interest and usefulness, perceptions of choice and influence, and reasons for selecting programs.

2. Student characteristics.
    a. The state will accept the data on SES, ethnic group, and race that are gathered by others as long as it is objective and is gathered when a student enters the project.
    b. The state will accept the data on students' handicaps, low achievement, and social adjustment and behavior problems gathered by others as long as it is objective and is gathered when a student enters the program and is up-dated when necessary.
    c. Students' ages and grade levels will be needed in the analyses.

D. Parent contacts with schools. This would be difficult to compare with the pre-project situation and with other school districts. Most parents will make their choices quietly, so their perceptions and opinions gathered from section II A are considered to be a more basic measure of parent satisfaction. (Many parents are more active in schools when they are dissatisfied.) The state does not plan to gather contact data.

III. Costs. These data will be available in the school records and the analysis will probably be well done by the school district. The state only reserves the right to perform re-analyses if problems arise.

IV. Transitions. Except for the historical record, there should be no analyzable data except that gathered for I, II, and III.

The State of New Hampshire as a public authority welcomes diverse information and opinions from all concerned groups and individuals. Arrangements should be made to disseminate this plan for comments and discussion. Particularly, any groups or individuals who have shown interest in the Voucher Project should have an opportunity to become involved. Such inputs may modify this plan, but it must be remembered that changes should not be such that they would impair or harm the project.

DATA ANALYSES

This project is not a laboratory experiment that allows randomized assignment of subjects to treatments under controlled conditions. Many statistical designs were derived with assumptions of randomization or other special considerations that are of questionable validity here. Nevertheless, the mass of data must be reduced to interpretable form by some treatment.

This list classifies the proposed measures. The students' birth dates are obtained only once, even the students' grade levels cannot be assumed to increase by one year year.

Student measures

Age

Grade level and number of years of schooling, including Kindergarten as a separate item.

Readiness test (Pre-test for children entering school).

Reading.

Arithmetic problems.

Special items to measure goals of special programs.

Questionnaire responses (S for student, P for parent).

SP Student likes school

S Likes each subject.

S Usefulness of each subject

SP More choice of programs.

SP School more responsive.

SP Adequacy of information on student progress.

SP Adequacy of information on programs.

SP Why they chose as they did.

SP More satisfied with school.

SP Importance of schooling and amount expected.

Other data, some may be gathered from students or parents.

Socioeconomic status, ethnic group, religion, etc.

Disadvantages such as physical handicap, problems, slow learner.

Identification of programs and schools.

This is needed to identify which programs each student takes.

This is not a classification by experts, instead, these are the options among which the students and parents select.

For each student there will be initial "scores" and final "scores" on each measure. These and the differences (gains) between them are the primary data. These will be compiled by student characteristics such as age, grade level, programs, and measures of "disadvantage", so that comparisons can be for each characteristic.

These aspects of analyses need special consideration:

1. Pre-test, post-test, and gain "scores" on any measure. There are technical problems technical problems here that NIE may have already resolved with experts. Each type of score has its uses, so an analysis may be needed for each type.
   a. Pre-test "scores". It is likely to be of interest as to what types of programs are selected by parents and students who were initially less favorable towards the schools. This may also be related to student levels of achievement. Further, a cross-comparison of initial dissatisfaction with SES-type variables may reveal differences in programs selected.
   b. Post-test "scores". These have little meaning without consideration of the pre-test scores. Satisfied students and parents at the end of the year may have been those who were originally satisfied, or were they? A program may attract dissatisfied students and parents, so they might gain the most in satisfaction without reaching the initial level for other groups.
   c. "Gain" "scores". The use of gain scores assumes an interval scale and a scale long enough to allow gains for both the highest and lowest groups. Gain scores contain the errors of both the initial and final measures and

so are less reliable. The "regression effect" is found in gain scores, more so than for other scores. The "regression effect" is that those persons who initially score either high or low are expected to score nearer to the mean when retested, because random errors increased variability.

2. Types of standardized test scores. The most popular types of scores, percentiles and grade equivalents, have gross defects in their distributions. Percentiles have a rectangular distribution and so are not interval scores of achievement. Grade equivalents increase in variance with grade level, so the intervals are not comparable across grades. Some type of score derived from the mean and standard deviation is necessary. There is still the problem of what norm groups to use. While age norms are preferable, few tests have adequate age norms, so grade norms should be used.

3. Grade level or years of schooling. School systems vary on age of entrance and on their promotion practices: some retain slow-learning children in Kindergarten, others retain them in first grade, others have ungraded elementary schools that result in later retention, and a few may have fairly automatic age-in-grade promotion. The ages of children are important in comparisons across school systems, but this interacts with the opportunities that the children have had to learn in school: the standardized readiness test provides some measure of the amount learned before starting school. The number of years in school is inter-related to the opportunities to learn in school. While the research on Kindergartens isn't very clear, it suggests that most Kindergartens have little effect on the subsequent achievement of the children, especially beyond the first grade. On the other hand, if the Kindergarten does emphasize reading and arithmetic, that carries through first grade only if the first grade allows more rapid progress for students who knew more when they entered. This seems to illustrate that schools vary in the opportunities that they allow students for progress, particularly the "non-average" students. What research there is on "open-schools" suggests that they do not allow more opportunities; they may allow slightly less. These considera-

tions suggest that while age, grade level, and years of schooling are highly interrelated, no one of them is the "best" measure. All should be used in the analyses, but some determination will be needed as to whether Kindergarten should be considered half a year, a quarter year, or ignored after grade three.

4. Average and variability. Most educational research reports arithmetic means of groups, which implies interval scales. That assumption has worked quite well for scores on standardized tests, but this study has additional types of data. Medians and modes are useful for other types of scales. In this project, variability may be important: some programs may attract students that are relatively homogeneous on one or more of the measures. Standard deviations imply interval scales, while measures of range are affected by types of distributions. Some variables, such as SES, ethnic group, and religion practically require the reporting of proportions within categories or an analysis over categories. That may also be necessary for some of the other variables gathered by questionnaire.

5. SES, disadvantages, and related variables. With free choice, individuals can select, instead of having the desires of others imposed upon them. The State is interested in the gains in the achievements of all students and in gains in how students and their parents view the schools. Careful attention will be paid to whether all subgroups of students achieve more and whether they feel that they have more freedom of choice and are otherwise more satisfied. If these desirable results are achieved for all subgroups that would certainly satisfy the State. The results will be carefully examined to make sure that the gains of some subgroups are not at the expense of other groups.

Significances and importances of differences.

Whether or not levels of statistical significance are derived in the analysis, these basic features of interpreting data should be explained in the report:

1. The smaller the group, the larger the difference that can occur by chance. (If a tossed coin comes up heads every time, you aren't suspicious if the coin was tossed only three times.)

2. If groups are very large, a very small (probably unimportant) difference is statistically significant. (No absolutely perfect coins or dice can be made, but most are good enough that the odds are not importantly affected.)
3. Levels of significance relate to how likely a certain difference is to occur by chance. The often used 5% level means that only 5 times in a hundred replications would that result be expected by chance. This study will contain a great many comparisons. A few of those comparisons may look improbable, but it is important to consider how many such "improbable" difference would occur by chance among so many comparisons. (The probability of a three-of-a-kind poker hand is fairly low, but such hands do occur, particularly when many hands are dealt.)
4. When an improbable result is found, there is always the possibility that it occurred by chance alone. Even when chance is ignored, there may be several possible explanations. (In classroom demonstrations, when a coin was tossed ten times and always came up heads, the students usually thought of about ten explanations.) A laboratory experiment tries to keep all conditions except one from influencing the results, so the "cause" is easy to identify. Nevertheless, even famous chemists such as James B. Conant will tell you about results that they had misinterpreted. In the social sciences and especially in educational projects the evidence is misinterpreted frequently. Therefore, a wide variety of possible interpretations should be considered before any conclusions are stated.

Expected gains during the project and at grade levels.

Children are very flexible in meeting situations, but it will take some time for schools and teachers to become efficient in new programs. This suggests that learning will be less during a change-over period, but the flexibility of the children and the enthusiasm of teachers for new programs will probably prevent a drop in achievement. Any changes that do occur will be most clearly seen in the lowest grades: only reading and arithmetic applications are being measured and the greatest progress in those is in the early grades. (Great progress can occur in later grades, but usually when students encounter a new subject, not when continuing a subject.)

Attitude and opinion measures can show rapid changes. The problem here is that over-expectations can be followed by over-deprecation. An additional problem suggested an additional item for the parents' questionnaire. "How successful do you expect the Educational Voucher Project to be?" This is needed because some parents are so emotionally or philosophically for or against the Project, that their later reports will be biased.

APPENDIX Z

EVALUATION DESIGN

INTRODUCTION

The purpose of the Phase II evaluation design component is to build upon the research issues and procedures for evaluation which were developed in the Phase I report. Each research objective which is of interest at the local or State level has been traced down to discrete data elements which are collected either through surveys, testing, or observation.

As mentioned in the Phase I report, the local voucher project believes that it should assume vigorous leadership in the design, supervision, and execution of evaluation activities which are of importance to local and/or State needs. It is recognized that the larger research issues of the National Institute of Education pertaining to voucher demonstrations will require an external evaluation of overall project impact. This evaluation design has been developed to be fully compatible with NIE needs as they become articulated.

EVALUATION DESIGN ISSUES

FOR THE NEW HAMPSHIRE EDUCATIONAL VOUCHER DEMONSTRATION

Scope and Organization

The purpose of this paper is to provide initial form for the development of a comprehensive evaluation design for the New Hampshire Educational Voucher Project as it progresses through the planning stages toward implementation.

A number of previously developed position papers have provided conceptual level approaches to the evaluation of a voucher demonstration. Other papers address specific research issues and the roles of individuals or agencies in evaluation activities. It is apparent that no single comprehensive design has been articulated to pull together these concepts, people, and issues. This paper attempts that synthesis.

The New Hamphsire Educational Voucher Project is designed so that parents in the participating districts will be eligible to receive an educational voucher which they may use with other resources if necessary, to buy education at:

a. One of the public schools in their home district, if such schools are provided or,

b. A public school outside of their home district subject to space limitations and the willingness of such a school to accept them, or (In those instances where tuition is greater than the voucher price, parents may pay any tuition costs above the value of the voucher or may secure other additional financial support).

c. A non-sectarian private school of their choice, if the students meet the admission criteria. (In those instances where tuition is greater than the voucher price, parents may pay any tuition costs above the value of the voucher or may secure other additional financial support).

The voucher program provides parents with a genuine choice between educational programs. This freedom of choice may lead to more diverse and responsive educational opportunities (SDE, 1973).

AS THE PROJECT MOVES THROUGH ITS FIVE YEAR DEMONSTRATION EFFORT, IT SEEKS TO TEST THE VALIDITY OF THE FOLLOWING ASSUMPTIONS: (SDE, 1973, pp. 4 & 5).

1. Increased Freedom of Choice: Parents will have increased freedom in choosing their child's education.
2. Direct Parental Participation: Parents will participate more directly in school affairs. Therefore, parents will exercise vouchers to transfer students between schools and will be more active in parent groups in all schools.
3. Improved Accountability: Schools will provide more factual information to parents concerning the effectiveness of their educational programs. Parents will then use this information in the selection of their child's program.

4. Increased Educational Responsiveness and Diversity: Increased educational diversity will result. The number of new schools and the number of times that programs change will increase in response to the consumers' stated needs.

5. Improved Educatioanl Achievement: The level of achievement will improve or remain stable under a voucher plan. Standardized and comprehensive testing programs will indicate increased or stable results in students' conventional academic achievements.

6. More Equal Opportunities: Low and moderate income parents will have more educational opportunities for their children. This increase will be indicated by a substantially greater number of low and moderate income parents selecting other than their previous single option. Also, the percentage of families selecting other than the previous educational option will not be related to family income.

7. Cost Effectiveness: The cost per unit of education of a comparable quality will fall. The cost per student will be less under a voucher plan than under the present system, with no decrease in educational effectiveness.

8. Refocusing of Political Activities: There will be reduced political emphasis on the educational content. The political system will be more concerned with how

to fund education (process) and will tend to leave the providing of education (content) to those with educational expertise.

FURTHER THE PROJECT SEEKS TO TEST THE VALIDITY OF THE NEGATIVE ASSUMPTIONS (SDE, 1973, pp. 5 & 6) WHICH ARE:

9. Decline of Public Schools: The public schools will not be able to compete effectively with private schools. There will be a noticeable decline in public school enrollments.

10. Educational and Social Stratification: Public schools will be left with only the difficult-to-educate students. The public schools will become a dumping ground for students with low achievement, social adjustment problems, or behavior problems. Moreover, the possibility of ethnic, or socioeconomic segregation is increased.

11. Transitional Problems: The consequences of success or failure of the project cannot be anticipated. Non-acceptance of the voucher concept following federal withdrawal from the project could present major adjustment problems in returning to traditional educational financing. Acceptance may lead to an increase in local property tax burdens.

12. Requirements for Non-Public Schools: That New Hampshire's public and non-public school will not accept the evaluation-auditing requirements and hence will not participate.

It is clear from the Alum Rock experience (Weiler, 1974) that the insertion of various third party individuals and groups resulted in garbled evaluation procedures and results. Moreover, Cunningham (1975) cites "unobtrusiveness" as one of the key attributes of on-site evaluation activities. Local coordination of the evaluation activities is a center theme of this paper.

This evaluation design is written with an in-depth knowledge and experience of the successes and problems experienced by the Alum Rock School District. On December 2-5, 1975, as part of a visitation team from New Hampshire, Dr. R. Gustafson discussed evaluation issues with the following people at the Alum Rock site:

Dr. Joel Levin, Voucher Project Director
Mr. Eliot Levinson, RAND Corporation
Mr. Richard Reye, Research and Evaluation Coordinator
Mr. Ned Harper, Assistant Evaluation
Mr. Lloyd Biven, Assistant Evaluation

It was clear from these discussions as well as from prior reading that details of the evaluation design, the role of NIE, the third party evaluators, the local evaluation unit, and other interested audiences or organizations must be written into the operational contract prior to project implementation.

A voucher test may very well have rewards for the individuals, districts, and agencies who move toward implementation. It also will require responsibilities of these same individuals and organizations. Many of Alum Rock's problems can be traced to the lure of a reward coupled with non-definition of responsibilities.

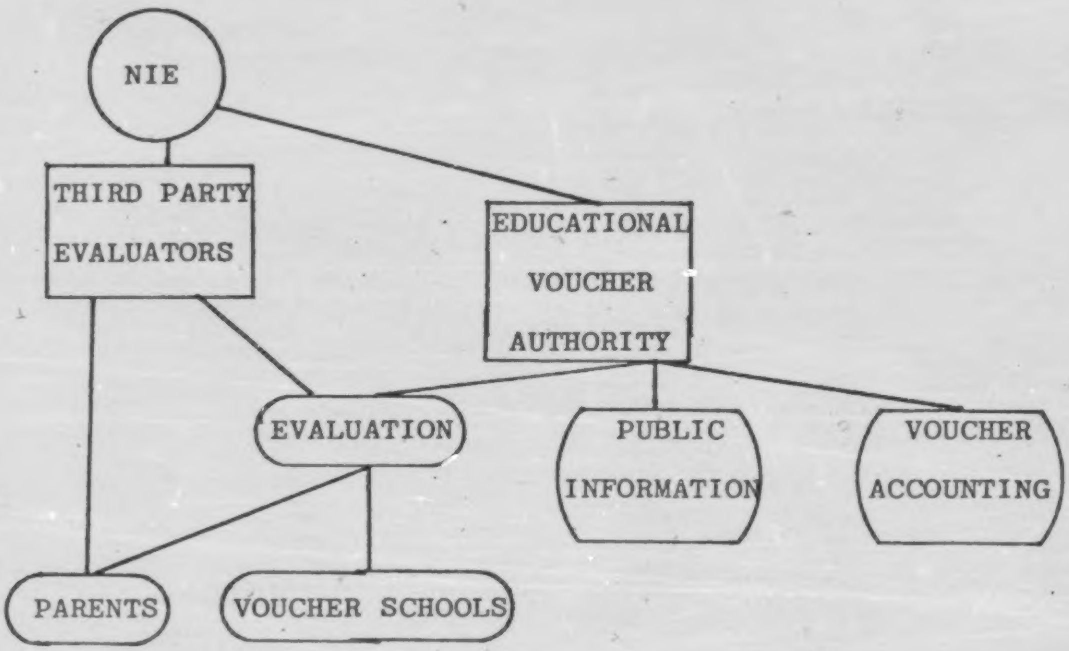
Evaluation of the New Hampshire Educational Voucher Project will require substantial resources if the full impact of the program is to be assessed. In the realization that evaluation activities will be many and varied, the local voucher project has developed the following scope of work and organizational design to help clarify its role in the evaluation process.

It is assumed that there will be a need for both INTERNAL and EXTERNAL evaluation functions. The internal functions would be performed by an evaluation subunit within the Educational Voucher Authority.

The comprehensive evaluation would probably address five major areas of concern:

1) Budget and fiscal modeling
2) Parent involvement in educational choice
3) Student outcomes (attitudes, achievement, self concept)
4) Teacher surveys and classroom observation
5) Implication study - studies of the political, social, organizational, and decision-making changes taking place as a result of vouchers.

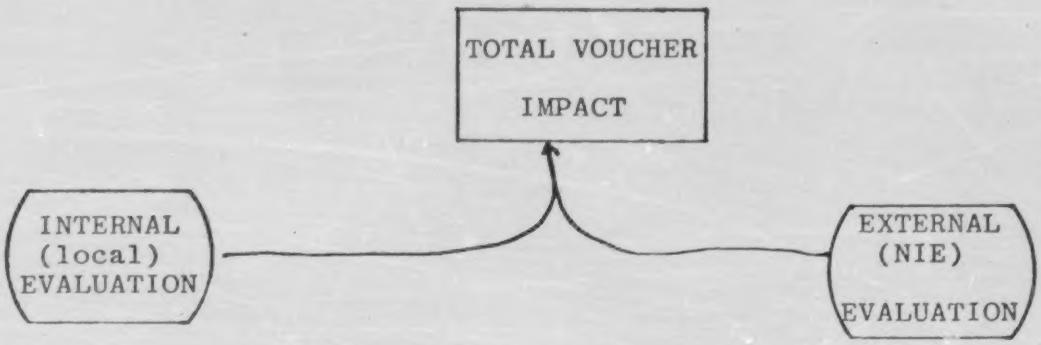
The overall organizational structure for the evaluation of a voucher test in New Hampshire would be as follows.



The local evaluation subunit would direct those internal evaluation activities which result in data needed for local and State purposes. These data would primarily relate to the unique features of the schools and their programs. Much of the data gathered for local/State purposes would be used by the schools themselves to better describe their programs and monitor their programs as unique choices available to parents. The public information subunit of the EVA would also make use of these local evaluation findings to better inform the public of the various options available. While this unique data (such as student profiles, descriptions of special programs in schools, description of demographic profiles of schools, student achievement and student attitudes) would be primarily for local use, it would be available to NIE or its evaluation contractor if needed.

NIE would have responsibility, through its contractor for evaluation to develop those COMMON data elements which must be compiled from all schools in all communities. Overriding research issues of material importance would be the responsibility of the EXTERNAL evaluation effort and would surely include community, parent, and political factors of influence which affect the total impact of the voucher test.

Prior to actual implementation, the INTERNAL (local) and EXTERNAL (NIE Contractor) evaluation designs would be made compatible to avoid duplication of effort and to insure that all research issues are addressed by one unit or the other. When this is done, the combined evaluation effort will yield a complete picture of the COMMON and UNIQUE effects of the voucher test.



The following policies would be in effect to assure local involvement, confidentiality, and respondents' rights to privacy, and overall conduct of the total evaluation program.

1. On-site observation and documentation of voucher related activities by evaluators will be coordinated by the local voucher administration, with the exception of the site-historian.
2. Data collected by the evaluation staff will be made available to other evaluators whenever such information is requested.
3. Data released to researchers will either be in aggregated form or stripped of personal identifiers so that confidentiality is maintained.
4. The evaluation staff will not disrupt the educational routine of test schools.
5. Any school receiving students with vouchers will be required to fulfill the data collection requirements.
6. Only data which is needed for evaluating the agreed to issues will be collected at the local level.
7. Duplication of data collection activities will be avoided.
8. All data collection activities will flow through the EVA for coordination.
9. Local voucher administration, NIE personnel, State staff, and identified consultants or agencies will design questionnaire instruments. The developed instruments will be reviewed by local personnel.
10. Final revised instruments must be given clearance by the local voucher administration, the State, NIE, and OMB.

11. Local project evaluation staff or approved subcontractor will be responsible for questionnaire distribution and administration.

12. Standardized test instrumentation for student achievement will follow the same policies for questionnaire design, approval, and administration.

MATRIX OF RESEARCH OBJECTIVES

The local research and evaluation effort for the New Hampshire model must relate directly to the twelve assumptions which the project is designed to test.

This local evaluation design will address a host of issues which can be traced back to the original twelve assumptions. These issues will be of interest to two levels of public concern:

* State
* Local (Local School Districts)

Further, the issues included in the evaluation design will assess the impact of the voucher demonstration in the following areas:

* Educational Impact
* Economic Impact
* Social Impact
* Political Impact

The initial evaluation design then, will key all research and evaluation issues to:

1) The assumption to be tested
2) The level of public concern
3) The area of impact

The implementation of the local evaluation design will be a difficult aspect of the voucher demonstration. Evaluation is always viewed as a threat by the various groups who are seeking to demonstrate program impact or prove various hypotheses. Whenever evaluation data are collected to ascertain a given process or product, there are usually individuals or agencies which seek to disprove the conclusions by introducing alternative data sources or by criticizing the evaluation design, data elements, or data analysis techniques used. Given this fact of life, it is imperative that the final total evaluation design control for the criticisms which are certain to arise in the future. There are a number of techniques or strategies which should be included in the final evaluation design to address these issues.

1) The evaluation design (such as the matrix developed on the following pages) should receive widespread distribution and input to be sure that all the major research/evaluation objectives are addressed. One might ask the question, "Can you think of any questions or concerns which the voucher test might raise that cannot be addressed with the data which this design will provide?"

2) It is essential that the evaluation design be established _prior_ to implementation of the voucher test. It is equally important that the design be _implemented to the letter_. While _planned modifications_ in the test will undoubtedly occur, the evaluation of these issues should be _added_ to the original design rather than an entire new design be developed.

3) We should think of the designed as measuring two major areas of impact:

- MAIN EFFECTS
- SIDE EFFECTS

4) Each school participating in the voucher demonstration should link into the evaluation component at two levels.

First, there would be COMMON DATA which would be collected by all schools concerning its students, teachers, parents, budget, and operations. These data would be compiled by the NIE contractor from all schools and take their appropriate place in the project evaluation design.

Second, there would be UNIQUE DATA which would be collected by each school as it pertains to the unique educational program for that school. These data would be compiled by the evaluation subunit of the EVA and related directly to the school's objectives and be used to determine the effectiveness of its program and as information for parents.

5.3.2.3 - EVALUATION DESIGN CONTENT

A complete evaluation design will have the following elements to be used to evaluate various components of the voucher test, this report does not develop the exact instrumentation for this design, but it does outline the major elements and present an abstract of what would appear in each element.

A) PROCEDURES AND RESPONSIBILITIES OF VOUCHER SCHOOLS

B) CHECKLISTS FOR ESSENTIAL FEATURES FOR EDUCATIONAL ALTERNATIVES

C) VOUCHER SCHOOL DOCUMENTATION FORM

D) STUDENT PROFILE DATA

E) STUDENT ACHIEVEMENT - STUDENT ATTITUDE

F) PARENT SURVEY

G) TEACHER SURVEY

H) POLICY MAKER - ADMINISTRATOR SURVEY

MATRIX OF LOCAL/STATE RESEARCH OBJECTIVES

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA	AUDIENCE STATE	LOCAL	EVALUATIVE CRITERIA	ASSESSMENT PROCESS
1) Parents will have variety of educational options to select from.	1,4	Social	x	x	*Public option. *Private option. *Out of district options.	*Document all options available. *Document all options used.
2) Students will shift from original home school to other options.	1,4	Educational	x	x	*Baseline enrollments documented.	*Note shifts into and from baseline status as a function of choice. Family moving is not a shift.
3) Student shift to and from options will be a function of socioeconomic status.	1,2,6, 10	Social	x	x	*Shift as function of income.	*Monitor shifts as noted in #2 as a function of income.
4) Parents will participate more fully in the educational process of their children.	2	Social	x	x	*Parent/child involvement. *Parents reviewing options and making choices. *Parents attendance at public meetings. *Parents in the schools.	*Develop parent questionnaire to monitor these events and others of attitude.
5) The voucher model/ system will be known and understood by parents.	2	Social	x	x	*Parents awareness and understanding of vouchers. *What method of information was most helpful.	*Part of parent survey questionnaire. *Document dissemination of information about model through all media.

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA	AUDIENCE STATE	LOCAL	EVALUATIVE CRITERIA	ASSESSMENT PROCESS
6) Parents will weigh various factors in the educational choice process.	2	Educational	x	x	*List possible reasons for choice: -Educational program. -Teaching staff. -Bussing. -Geography. -Friends opinion -Others	*Document reason(s) for parent choice of program.
7) The voucher system will encourage educational diversity.	4,9, 12	Educational	x	x	*More options are available as test progresses. *Existing options wax and wane as test progresses.	*Document institutional shift in all options building from original documentation in #1.
8) The voucher schools will effectively inform parents of their programs.	3,4	Educational	x	x	*All schools will have program publicity. *Widespread use of media will occur. *Negative advertising may occur.	*Document process of each schools information dissemination effort. *Ascertain truth in advertising.
9) Students in voucher system will achieve in reading and mathematics.	3,5	Educational	x	x	*Above or average achievement in reading and math.	*Test sample of students annually in reading and math. *Analyze as a function of school and SES shift.

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA	AUDIENCE STATE	LOCAL	EVALUATIVE CRITERIA	ASSESSMENT PROCESS
10) Parent attitude toward education/schools will improve.	2	Social	x	x	*Positive parent attitude toward education. *Positive parent attitude toward the school.	*Include semantic differential attitude assessment in parent instrument.
11) Cost per unit of education will decline.	7	Economic	x	x	*Per-pupil costs for each alternative. *Relate costs to student achievement/parent attitude.	*Develop standard cost accounting system for all schools.
12) Student attitude toward education will improve.	5	Educational	x	x	*Attendance rates. *Vandalism in schools. *Attitude toward education.	*Document attendance rates over a period of time for students. *Document vandalism. *Student attitude survey.
13) Teachers will become more professional in their educational careers.	4	Educational	x	x	*Attitude toward their work and vouchers. *Use of new and innovative techniques and media.	*Teacher survey to assess attitude toward vouchers, pro and con. Also include items on new classroom techniques.

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA	AUDIENCE		EVALUATIVE CRITERIA	ASSESSMENT PROCESS
			STATE	LOCAL		
14) Teachers will become more involved in the administrative and political aspects of education.	8	Political	x	x	*Teachers knowledge about budget matters. *Teacher attendance at policy (EVA or Board) meetings. *Teachers having administrative duties.	*Include items in teacher survey.
15) Teachers will become more directly involved with parents.	1,3	Educational	x	x	*Teacher visits with parents. *More achievement data (micro) kept by teachers.	*Include items in teacher survey.
16) Teachers will redistribute themselves to seek out programs where they can add strength.	3,4	Educational	x	x	*Teacher shifts. *New teachers added.	*Document shifts in professional staff, and the reasons. *Document the process for hiring new staff. *Document reasons (salary, program, geography).
17) Vouchers will lead to a complete, yet simple cost analysis of education.	7	Economic	x	x	*Complete cost accounting	*Cost accounting and analysis system established to cover all voucher and non-voucher costs.

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA	AUDIENCE STATE	LOCAL	EVALUATIVE CRITERIA	ASSESSMENT PROCESS
18) Parents will be more satisfied with their children's education.	3	Educational	x	x	*Satisfaction will improve by all parents.	*Assess parent satisfaction as a function of -knowledge about vouchers. -SES. -school participation. -program. -child achievement. -shift in schools.
19) Vouchers result in de-facto segregation of schools by students and professionals.	10	Social	x	x	*Stratification as a function of -Income -Ethnic Background. -Ability. -Salary.	*Document each school's students and professionals and the shifts over the period of the demonstration.
20) Decentralized authority for school management will occur as a result of vouchers.	8	Political	x	x	*Management of school programs at the unit level.	*Document the impact and control over school programs at the local level and its shift over time.
21) Each voucher school will develop its own objective based evaluation system.	3	Educational	x	x	*Each school has management and student outcome objectives. *Each school has evaluation system to ascertain progress.	*Document each school's evaluation system - critique its quality.

5.3.2.4 - TIME-LINE OF MAJOR EVALUATION EVENTS

Evaluation activities play a key role in the myriad of activities which take place during a voucher test. In fact, discussions of the evaluation of the voucher model have been taking place since the initial feasibility studies in New Hampshire some two years ago. These discussions have continued to the present and will continue until any test is complete.

Viewed in the long run, we can see that evaluation activities will take place during all the major stages of the voucher test, demonstration, and follow-up.

FEASIBILITY STUDY	1973 - 1974
PLANNING STUDY	1974 - 1975
DISTRICT DECISIONS	Spring 1976
PREPARATION FOR IMPLEMENTATION	Spring - Summer 1976
TEST IMPLEMENTATION	Fall 1976 - Spring 1981
FOLLOW-UP IMPACT	Spring 1981 - Spring 1983

The time-line detailed in the following pages addresses the major evaluation and reporting activities related to the New Hampshire Voucher test from January 1, 1976, through June 30, 1984.

FISCAL YEAR 1976; JANUARY 1, 1976 - JUNE 30, 1976

January, 1976 - Finalize State and local evaluation design for Phase II report

February, 1976 - Meet with school and community groups to discuss State and local evaluation design concept

March, 1976 - Districts decide on voucher test

April, 1976 -

May, 1976 - Finalize State and local evaluation strategy, define Internal - External evaluation roles

June, 1976 - NIE selects External evaluation contractor

FISCAL YEAR 1977; JULY 1, 1976 - JUNE 30, 1977

July, 1976 - Document Voucher Schools, unique programs, seek students

August, 1976 - Evaluation unit of EVA and NIE evaluation contractors finalize total evaluation design

September, 1976 - Begin Voucher Test

October, 1976 - Document voucher schools and their unique programs

- Pretest students in reading, mathematics, attitude

November, 1976 - Student Profile data

December, 1976 - Parent, teacher, policy-maker surveys

January, 1977 - Interim Evaluation Report - State, local, and NIE

February, 1977 -

March, 1977 -

April, 1977 -

May, 1977 - Post-test students in reading, mathematics, attitudes

- Parent, teacher, policy-maker survey

June, 1977 -

FISCAL YEAR 1978; JULY 1, 1977 - JUNE 30, 1978

July, 1977 -

August, 1977 - First year Evaluation Report due

- Document voucher schools and their unique programs

September, 1977 -

October, 1977 - Pretest students in new schools and entry grade students

- Student profile data

November, 1977 -

December, 1977 -

January, 1978 - Interim Evaluation Report

February, 1978 - Make changes in parent, teacher, policy-maker instruments

March, 1978 -

April, 1978 -

May, 1978 - Post-test all students - reading, mathematics, attitudes

- Survey parents, teachers, policy-makers

June, 1978 -

FISCAL YEAR 1979; JULY 1, 1978 - JUNE 30, 1979

July, 1978 -

August, 1978 - Second year Evaluation Report due

September, 1978 -

October, 1978 - Pretest students in new schools and entry grade students

- Student profile data

November, 1978 -

December, 1978 -

January, 1978 - Interim Evaluation Report

February, 1979 - Make instrument changes as necessary

March, 1979 -

April, 1979 -

May, 1979 - Pretest all students; reading, mathematics and attitudes

- Survey parents, teachers, policy-makers

June, 1979 -

FISCAL YEAR 1980; JULY 1, 1979 - JUNE 30, 1980

July, 1979 -

August, 1979 - Third year Evaluation Report

- Document Voucher Schools and unique programs

September, 1979 -

October, 1979 - Pretest students in new schools and entry grade students

- Student profile data

November, 1979 -

December, 1979 -

January, 1980 - Interim Evaluation Report

February, 1980 - Make instrument changes as necessary

March, 1980 -

April, 1980 -

May, 1980 - Post-test all students; reading, mathematics and attitudes

- Survey parents, teachers, policy-makers

June, 1980 -

FISCAL YEAR 1981; JULY 1, 1980 - JUNE 30, 1981

July, 1980 -

August, 1980 - Fourth year Evaluation Report

- Document voucher schools and unique programs

September, 1980 -

October, 1980 - Pretest students in new schools and entry grade students

- Student profile data

November, 1980 -

December, 1980 -

January, 1981 - Interim Evaluation Report

February, 1981 - Make instrument changes as necessary

March, 1981 -

April, 1981 -

May, 1981 - Post-test all students; reading, mathematics, attitudes

- Survey parents, teachers, policy-makers

June, 1981 -

Follow-up years

FISCAL YEAR 1982; JULY 1, 1981 - JUNE 30, 1982

Fifth year Evaluation Report Due

Develop design for long-range impact evaluation

Design special instruments as needed

FISCAL YEAR 1983; JULY 1, 1982 - JUNE 30, 1983

Final interviews with key policy makers

Analysis of all longitudinal data on parents, teachers, administrators

Cost analysis

Transportation analysis

Final Impact Evaluation Report/recommendations for replication

A) PROCEDURES AND RESPONSIBILITIES FOR VOUCHER SCHOOLS

As previously mentioned, prior experience has indicated that the rewards of voucher systems were well publicized while the responsibilities and procedures were not.

Any school wishing to cash educational vouchers in the New Hampshire demonstration would have to agree to the following:

1) Make their students, staff, and parents available for any pre-assessment data gathering requested to establish base-lines prior to voucher implementation.
2) Agree to on-site classroom observations to assist in the documentation of common and unique elements of the school.
3) Agree to on-going classroom observations by evaluators designed to view program structure, process, and content.
4) Agree to test students in attitudes, achievement, and self-concept.
5) Agree to developing a way to assess the unique aspects of new programs.
6) Agree to teacher and parent questionnaires.

B) CHECKLIST FOR ESSENTIAL FEATURES FOR EDUCATIONAL ALTERNATIVES

The following educational alternatives might be offered in a voucher test.

Individualized Instruction
Vocational Education
Community Education
Aesthetic Education
Bilingual Education
Basic Education

The implementation of the test phase of the Educational Voucher model will hopefully foster the development of a number of educational options or alternatives from which parents can choose. In order to indentify real differences among these options, the proposed checklist or lists of program characteristics have been proposed. While each item on any given checklist may not be appropriate to all options within a given category, one should be able to distinguish clearly between a bilingual option and an aesthetic education option.

While similarities or commonalities may exist among all options open to parents, the following checklists should highlight those unique features of an educational alternative which distinguish one program from another.

Those voucher schools "advertising" for students would have their program verified by a three person team of observers.

The observer team would be composed of one staff member from the school, one member of the EVA evaluation staff, and a third person acceptable to the two existing members.

The observation team would then assess the voucher school judging the evidence of those distinguishing characteristics ordinarily found in such schools. The list of characteristics could be lengthened or shortened by the team (majority vote). Each characteristic would be ranked on a four point scale with the following definition.

1 = Characteristic not in evidence

2 = Characteristic observed, but not functioning well

3 = Characteristic observed - rated good

4 = Characteristics observed and operating with exceptional quality

Upon completing its work, the observation team would report its results to the EVA. The EVA would then set parameters upon the public information which the school was permitted to disseminate concerning the special characteristics of its program.

INDIVIDUAL INSTRUCTION

To individualize instruction is to adopt the instructional practices to the requirements of each learner. This procedure provides a learning environment in which a student can be taught according to his needs, at a pace that is right for him. This definition assumes that not all goals and objectives need be common to all learners, nor should all learners have the same instructors. For any given learner there must be many alternative methods to reach each objective.

Some key characteristics of individualized instruction taking place would be:

- --Students work without direct supervision.
- --Students locate sources of information without asking teachers.
- --Students have free access to materials and equipment.
- --Different materials are in use simultaneously.
- --Different instructional strategies are in use simultaneously.
- --Informal student groups are observed.
- --There is peer teaching in the classroom.
- --Students move around the room freely.
- --Students move through subject matter at different rates.
- --Student conferences are held to plan future instructional activities.
- --Students score their own work.
- --Each student has an individual contract work agreement or prescription sheet.
- --Students are tested when they are ready.
- --Students maintain, or have access to, records of their own progress.

--The results of tests are interpreted to students individually.

--There are written objectives for each student.

--Different objectives are identified for individual students.

--For students with similar needs, several alternative activities are available.

--There are different "passing grades" for different students.

--Teacher records clearly monitor student progress toward stated objectives.

The above treatment of one common alternative to the forms of educational programs serves a number of purposes.

First, it provides characteristics to assess the degree to which "advertised" differences among programs are evidenced when on-site observations are made.

Second, it provides those considering alternative modes of education a number of benchmarks against which they can design their program.

Third, it provides parents with a list of simple and direct characteristics of alternative programs which highlights their differences.

It should be noted that we have suggested the distinguishing characteristics for only six possible alternatives. Should other alternatives be proposed, a similar checklist of characteristics for each must be developed. Also, it is quite possible that certain alternatives may combine characteristics from more than one checklist to develop unique programs. For instance

*Community Based Vocational Education

*Individualized Basic Education

C) VOUCHER SCHOOL DOCUMENTATION FORM

Each approved school in the voucher project will have to provide the evaluation unit of the EVA with a complete description of its program, staff, facilities, and students served.

The EVA will maintain an infactual file on each voucher school for public information and evaluation purposes. A suggested format for the voucher school documentation follows.

NEW HAMPSHIRE EDUCATIONAL VOUCHER PROJECT

VOUCHER SCHOOL DOCUMENTATION FORM

SCHOOL NAME: ______________________________ DATE: ____________________

ADDRESS: ____

____

PHONE: ____

ADMINISTRATOR IN CHARGE: NAME ____

POSITION ____

GRADE LEVELS SERVES ____________ AND/OR AGE RANGE SERVED __________

LENGTH OF SCHOOL PROGRAM (YEARS) ____________________________________

TOTAL NUMBER OF STUDENTS ____________ MALE ________ FEMALE ________

ENROLLMENT BY GRADE:

	1	2	3	4	5	6	7	8	9	10	11	12
MALE												
FEMALE												
TOTAL												

NUMBER OF STAFF:

TEACHERS	________	PARENT VOLUNTEERS	________
TEACHERS AIDES	________	CUSTODIAL	________
COUNSELORS	________	SECRETARIAL	________
ADMINISTRATORS	________	OTHER	________
LIBRARIANS	________	OTHER	________
SCHOOL NURSE	________	OTHER	________
		OTHER	________

FACILITY: Describe the facilities in which the school is operating Include such items as number of buildings or sites, floor space, specialized space such as library, shops, type of building structure and its proximity to other buildings.

____

____

____

____

____

____

____

PROGRAM: Describe the nature of the educational program. Include any special features which make the school a unique choice for parents. Also include the objectives of your program if they have been developed.

____

____

____

____

____

EVALUATION: Aside from the required data collection on mathematics, reading, and attitudes toward school, what specific evaluation measures are you planning?

D) STUDENT PROFILE DATA FORM

NEW HAMPSHIRE EDUCATIONAL VOUCHER DEMONSTRATION

STUDENT PROFILE DATA

(A student profile data sheet would be completed by each student in all voucher schools. For young children, the teacher would assume the responsibility for completing this data for his/her students.)

1) NAME: ____

ADDRESS: ____

____

2) SEX: MALE ________ FEMALE ________

3) RACE OR ETHNICITY:

______ Black

______ White

______ Franco-American

______ Oriental

______ Spanish-American

______ Other ______________

4) YEAR OF BIRTH ______________

5) GRADE LEVEL (CIRCLE ONE)

K 1 2 3 4 5 6 7 8 9 10 11 12

6) HIGHEST LEVEL OF EDUCATION FOR

	MOTHER	FATHER
a) less than high school	______	______
b) high school diploma	______	______
c) post-secondary program	______	______
d) Associate Degree	______	______
e) Bachelor's Degree	______	______
f) Master's Degree	______	______
g) Doctoral Degree	______	______

7) ESTIMATED INCOME RANGE OF FAMILY

______ less than $4,000

______ $4,000-$6,000

______ $6,000-$9,000

______ $9,000-$12,000

______ $12,000-$15,000

______ more than $15,000

8) HOW LONG HAVE YOU BEEN ENROLLED IN THIS SCHOOL?

______ This is my first year

______ 2-3 years

______ 4-5 years

______ more than 5 years

9) IF THIS IS YOUR FIRST YEAR AT THIS SCHOOL, PLEASE CHECK THE APPROPRIATE REASON.

______ This is my first year of school

______ My family just moved here

______ My parents chose this school because of its program

______ Other ______________________________

10) NAME OF SCHOOL (CHECK ONE)

(
(
(LIST OF VOUCHER SCHOOLS
(
(

E) STUDENT ACHIEVEMENT - STUDENT ATTITUDE

NEW HAMPSHIRE EDUCATIONAL VOUCHER DEMONSTRATION

Student Achievement - Attitude Data

Achievement

All students in voucher schools, grades 1-12, will be tested annually using the Stanford Achievement Test for the appropriate grade levels. Only the reading and mathematics subtests of the Stanford will be required, although individual schools may choose to use other subtests from the battery.

Students will be tested initially in the fall (October - November) of the year in which the voucher demonstration begins and each spring (May) thereafter, until the demonstration is completed. In this manner base-line data on all students will be obtained and growth in the basic skills of reading and mathematics can be measured annually. This general achievement testing would be the responsibility of the NIE evaluation contractor.

It is recognized that certain schools will have specific cognitive, affective, and psychometric skills which their unique programs are designed to impart. Assessment of student progress in any of these areas is a matter for each school to decide. The evaluation subunit of the EVA would assume the responsibility for this unique program assessment.

Attitude Toward School

While many attitude-self-concept measuring instruments are readily available, there are a few which have invested the resources necessary to validate their instrument and standardize their data.

It is recommended that the Self Observation Scales (SOS), an instrument developed by the National Testing Service, be used to assess the following constructs.

*Self-acceptance
*Self-security
*Social maturity
*Social confidence
*School affiliation
*Teacher affiliation
*Peer affiliation and
*Achievement motivation

The SOS is available for primary and intermediate levels in two forms. It is one of the best documented and standardized instruments available with proven reliability and validity.

The SOS would be administered to all students in voucher schools, just as the Stanford Achievement Test. Again, this common testing program would be the responsibility of the NIE evaluation contractor.

F) PARENT SURVEY

A primary impact point of the voucher demonstration would be upon the parents of school age children in the test districts. In each of the previous feasibility studies at potential voucher test sites (Alum Rock, Seattle, Gary, San Francisco, and East Hartford) extensive survey questionnaires for parents have been developed. While the design of these instruments has been sound, there is a tendency to overwhelm the parent with a large number of questions, many of which do not relate to the assumption or hypotheses which the demonstration is designed to test.

The parent survey herein developed is designed to gather data for the local or internal evaluation and is related directly to the assumptions to be tested and the research objectives of the New Hampshire Model.

By way of summary, those assumptions which deal directly with the impact of the test on parents are:

1) Increased Freedom of Choice: Parents will have increased freedom in choosing their child's education.

2) Direct Parental Participation: Parents will participate more directly in school affairs. Therefore, parents will exercise vouchers to transfer students between schools and will be more active in parent groups in all schools.

3) Improved Accountability: Schools will provide more factual information to parents concerning the effectiveness of their educational programs. Parents will then use this information in the selection of their child's program.

4) More Equal Opportunities: Low and moderate income parents will have more educational opportunities for their children. This increase will be indicated by a substantially greater number of low and moderate income parents selecting other than their previous single option.

More specific areas of inquiry have been developed from these broad assumptions which the voucher demonstration is designed to test. The research objectives address the impact upon parents in the following way:

At this stage of the development of the New Hampshire Voucher Model, the parent survey will include only questions which provide data which is directly related to the assumptions and research objectives cited above.

It may well be that the NIE evaluation contractor will assume responsibility for the parent/community survey activities. If that is the case, the following questions would serve as a base for expanded items to assess areas of impact of interest to NIE.

G) TEACHER SURVEY

The second audience upon which any voucher test will impact is the teachers in the voucher schools. It is clear from the initial evaluation reports from the Alum Rock test, that significant changes in attitudes and behaviors were evidenced on the part of teachers. Thus a comprehensive, yet concise, assessment of teachers' understanding of vouchers and role changes under a voucher test is imperative.

Again, this instrument is closely linked to those appropriate assumptions and research objectives which the voucher demonstration is designed to test. Specifically:

Assumptions Related to Teacher Impact

1) Increased Freedom of Choice--Parents will have increased freedom in choosing their child's education. (Teachers will also have choices or alternatives for education.)

2) Improved Accountability--Schools will provide more factual information to parents concerning the effectiveness of their educational programs. Parents will then use this information in the selection of their child's program.

3) Increased Educational Responsiveness and Diversity--Increased educational diversity will result. The number of new schools and the number of times that programs change will increase in response to the consumers stated needs.

4) Refocusing of Political Activities--There will be reduced political emphasis on the educational content. The political system will be more concerned with how to fund education (process) and will tend to leave the providing of education (content) to those with educational expertise.

5) Educational and Social Stratification--Public schools will be left with only the difficult to educate students.

The major research objectives evolving from these four assumptions are:

1) Teachers will become more professional in their educational careers.

2) Teachers will become more involved in the administrative and political aspects of education.

3) Teachers will become more directly involved with parents.

4) Teachers will redistribute themselves to seek out programs where they can add strength.

5) Vouchers result in de-facto segregation of schools by students and professionals.

6) Decentralization of authority for school management will occur as a result of vouchers.

The following teacher survey includes the full array of questions designed to gather answers which address each evaluative criteria for each of the research objectives.

The NIE evaluation contractor may assume responsibility for the teacher survey activities as was the case with the parent/community survey.

H) POLICY MAKER - ADMINISTRATOR SURVEY

A key question which will be continually examined during the voucher test is the role and function of the policy maker or school administrator. Specifically, the test will record any shifts in role and function of these individuals as a function of the voucher concept. Assumptions which address:

Increased Parental Involvement
Increased Educational Responsiveness and Diversity
Improved Educational Achievement
Cost Effectiveness
Refocusing of Political Activities
Decline of the Public Schools and
Transition Problems

All have potential impact on the changing role of school administrators and policy makers.

APPENDIX AA

Education Vouchers
Study & Planning Project Office
17 North Street
Manchester, New Hampshire 03104
Telephone - Area 603-669-6800

TO: William Milne

FROM: M. Rebecca Furie

DATE: March 15, 1976

SUBJECT: Salem Update

The New Hampshire Education Voucher staff took these steps to support and fulfill the obligations of a public information effort in Salem:

- * provide superintendent and members of school board and budget committee with copies of New Hampshire Model, community survey, and regulations adopted by State Board of Education;
- * offer technical assistance to all school board and budget committee members (letter dated 2/13/76);
- * attend one meeting of Salem School Board;
- * develop and mail four (4) informational brochures at planned intervals (2/12/76; 2/14/76; 3/5/76; 3/12/76) 7,500 each mailing;
- * develop and issue three (3) press releases regarding project activities to local media (3 newspapers; 2 radio stations; 1 CATV);
- * attend one work session of Salem Budget Committee (2/18/76);
- * appear on one radio "talk show" (WCCM, 2/19/76);
- * modify community survey and apply to Salem (Cambridge Survey Research);
- * compute values of education vouchers and support grants;
- * apply transportation survey methodology to Salem, estimate cost of expanded system;
- * make copies of New Hampshire Model and all brochures available for circulation at Kelley Library and Salem High School;
- * small group presentation to:
    - Kiwanis Club (3/6/76)
    - private pre-school educators (3/3/76)
    - Salem Association for Retarded Citizens (3/10/76);

- attend one public session of budget committee (2/25/76); televised, estimated audience 2,200);
- discuss "educational alternatives" with interested individuals and representatives of St. Joseph's Regional School;
- held one public information meeting (3/11/76, attendance approximately 60);
- offer one televised panel discussion on education vouchers. Participants: SEA presidents, local parent-teachers organization president, parent, two students, project director (3/18/76); and
- respond to phone inquiries (approximately 65).

Education Vouchers
Study & Planning Project Office
17 North Street
Manchester, New Hampshire 03104
Telephone-Area 603-669-6800

MEMORANDUM

TO: Dr. Newell Paire

FROM: Local Project Staff

DATE: March 22, 1976

SUBJECT: Summary of Salem School District Meeting

Approximately 400 Salem residents attended the Salem School District meeting held on Saturday afternoon, March 20, 1976.

During the two-hour discussion on the article, a large number of proponents spoke in favor of passage of the voucher article--the editor of the local newspaper, school board members, a pre-school director, a banker, a local State senator, parents, and other residents of Salem.

Proponents supported the concept of parent choice, money being spent for public and private education, parent involvement in the schools, the potential for more responsiveness on the part of the local schools, the concept of the free marketplace being applied to education, and the potential for receiving federal money.

Opponents, who included school board members, a town selectman, parents, a teacher spokesman, and other residents registered concern over the lack of a finalized structure for the implementation of the voucher demonstration, the fact that public money would be spent outside of Salem for either public or private education, that parochial schools might benefit from vouchers, that the quality of education would not be sufficiently controlled, that the incentive grant would be used up in administration of the demonstration, that the number of students who transferred from the community would be more likely in the vicinity of 25 percent rather than the 7 to 11 percent as projected by the community survey, that Salem would lose money, that once the community committed itself to this demonstration for five years, it would not be able to return to "normal" later on, and that they didn't want to be the "guinea pigs" in an "experiment."

The answers to questions and concerns expressed by Salem residents were provided by school board members, the superintendent, the editor of the local paper, parents, and other residents. Most of the information given in response/rebuttal was accurate; there were a few instances, particularly in regard to financial details of the demonstration, where the answers given were in error. The project staff, however, were not given an opportunity to respond with correct answers/data.

There was much give and take during the two hours of discussion with the majority of spokesmen declaring for passage of the article. Initially, a voice vote was taken; but because it was indecisive, the moderator called for a standing vote with the results 252 against, 117 in favor.

scr

* It should be noted that an amendment to the warrant article was passed prior to the vote which in essence charged the Salem school board to negotiate with the NIE in such a manner that would hold Salem harmless to additional costs as a result of the voucher demonstration.

47

The Governor and Council, on motion of Councilor Hayes, and seconded by Councilor D'Allesandro, authorized the PUBLIC EMPLOYEE LABOR RELATIONS BOARD to consolidate Form A-15 and A-16 into a single pre-numbered bound ledger and to allow only one person to act in the receipt and deposit of revenue.

49

The Governor and Council, on motion of Councilor Hayes, and seconded by Councilor Hersom, authorized the DIRECTOR OF AERONAUTICS to enter into an Interim Service Agreement with Davis Associates Inc., to provide aviation and airport management services at Skyhaven Airport, Rochester, N.H. for period listed and outlined in letter March 24, 1976.

50

The Governor and Council, on motion of Councilor D'Allesandro, and seconded by Councilor Streeter, authorized the N.H. COMMISSION ON CHILDREN AND YOUTH to accept a grant of $7,337. from the Governor's Commission on Crime and Delinquency and the Comptroller to budget in code 806500 as outlined in letter of March 16, 1976.

52

The Governor and Council accepted a letter from Department of EDUCATION re: vending stand program for the blind and voted to place same on file.

53

The Governor and Council, on motion of Councilor D'Allesandro, and seconded by Councilor Hayes, authorized the N.H. Technical Institute to:
(a) contract directly with various specialized professional agencies (as listed) to offer workshops and seminars for nurses
(b) to adminster the revenues obtained from tuition covering all costs to the state through code 600800-90

54

The Governor and Council, on motion of Councilor Hersom, and seconded by Councilor D'Allesandro, authorized N.H. VOCATIONAL-TECHNICAL COLLEGE in Laconia to: (a) transfer $5,284.15 excess income in Tuition from 603200 (income) to class 20 (b) to use the excess income in meeting day school instructional supply expenses,

55

The Governor and Council, on motion of Councilor Yeaton, and seconded by Councilor Streeter, authorized DEPARTMENT OF EDUCATION to establish account #602300-99 to be entitled "Indirect Cost" and to accept a grant of $4,873. of Vocational Education funds from code 600300-90 for Indirect Cost purposes.

56

The Governor and Council, on motion of Councilor Hersom, and seconded by Councilor Streeter, authorized the N.H. VOCATIONAL-TECHNICAL COLLEGE at Berlin to:
(a) accept and expend $7,384. additional federal grant funds that are in excess of General Court appropriations of $55,000.
(b) assign these funds to code 601500-93
(c) utilize these funds to provide students with needed financial assistance

57

The Governor and Council, on motion of Councilor Hayes, and seoonded by Councilor Hersom, approved the request from Department of EDUCATION for an extension of their contract with U.S. Department of Health, Eduation and Welfare for one month to May 31, 1976 - per letter March 11, 1976.

FOR INFORMATION ONLY
G & C Letter # 743
For G & C Action on
3/31/76

MAR 22 1976

WELL J. PAIRE
COMMISSIONER

ROBERT L. BRUNELLE
DEPUTY COMMISSIONER

Voucher

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
STATE HOUSE ANNEX
CONCORD 03301

March 11, 1976

His Excellency, Governor Meldrim Thomson, Jr.
and the Honorable Council
State House
Concord, New Hampshire 03301

Gentlemen:

Requested Action

The Department of Education respectfully requests approval of an extension of the contract between the Department of Education and the U. S. Department of Health, Education, and Welfare, NIE-G-74-0002, for one month, to May 31, 1976 as per the attachment.

(1) On June 25, 1975, His Excellency, Governor Thomson and the Honorable Council approved the present contract between the Department of Education and the U. S. Department of Health, Education and Welfare to April 30, 1976 (Governor and Council letter #506A)

(2) The request for an extension to May 31, 1976 will enable the Department of Education to:

a) Retain its voucher staff consisting of a director and part-time secretary.

b) Negotiate a proposal with the National Institute of Education for continuance of the state voucher office should a voucher test take place.

c) Determine what future steps are to be taken in the event that no local district undertakes the test.

(3) The state voucher office is totally funded by the National Institute of Education, U. S. Department of Health, Education, and Welfare. There are sufficient funds remaining in Account #25-56-638120-90 to cover the anticipated costs of the extension.

Respectfully submitted,

Newell J. Paire

Dr. Newell J. Paire
Commissioner of Education

Enclosure

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

February 19, 1976

RECEIVED
MAR 5 1976
COMMISSIONER
EDUCATION

New Hampshire State Department of
Education
State House Annex
Concord, New Hampshire 03301

Attn: Dr. Newell J. Paire
Commissioner of Education

Reference: Grant NEG-74-0002; Letter dated February 9, 1976

Subject: Request for Grant Officer Approval for Grant Period Extension

Gentlemen:

This letter is in written confirmation of the verbal approval given you this date extending the termination date of the reference grant from April 30, 1976 to May 31, 1976.

The above approval is based on the premise that it will result in no additional cost to the Government.

Very truly yours,

R. F. Wormwood

Raymond F. Wormwood
Contracting Officer

cc: Denis Doyle
Robert Cunningham

STATE OF NEW HAMPSHIRE

INTER-DEPARTMENT COMMUNICATION

DATE April 23, 1976

FROM Dr. Newell J. Paire
Commissioner

AT (OFFICE) Of Commissioner

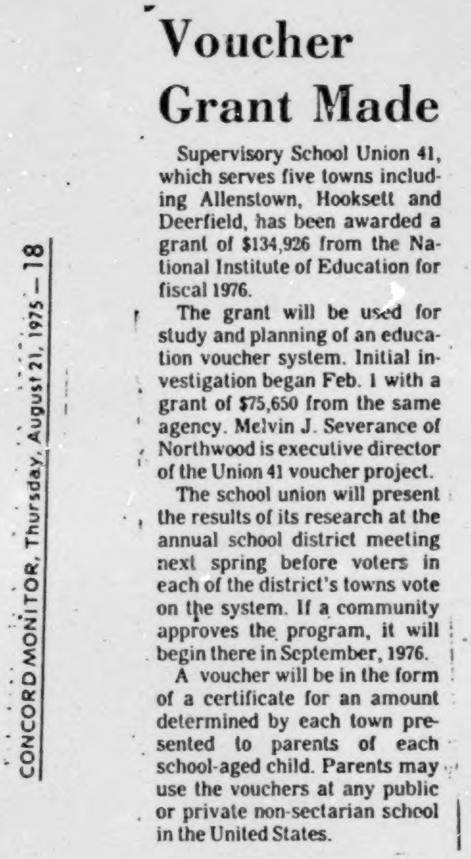
SUBJECT Voucher Status Report NJP

TO William Milne, Director
Voucher Project

This is to inform you of the official action taken by the State Board of Education on March 23, 1976.

> VOTED: The State Board of Education, voted in the affirmative without dissent, to request that the Governor and Council approve a no-cost extension of the contract between the Department of Education and the U. S. Department of Health, Education and Welfare, NIE-G- 74-002, for one month, to May 31, 1976.

NJP/jmd



CONCORD MONITOR, Thursday, August 21, 1975 — 18

Voucher Grant Made

Supervisory School Union 41, which serves five towns including Allenstown, Hooksett and Deerfield, has been awarded a grant of $134,926 from the National Institute of Education for fiscal 1976.

The grant will be used for study and planning of an education voucher system. Initial investigation began Feb. 1 with a grant of $75,650 from the same agency. Melvin J. Severance of Northwood is executive director of the Union 41 voucher project.

The school union will present the results of its research at the annual school district meeting next spring before voters in each of the district's towns vote on the system. If a community approves the program, it will begin there in September, 1976.

A voucher will be in the form of a certificate for an amount determined by each town presented to parents of each school-aged child. Parents may use the vouchers at any public or private non-sectarian school in the United States.

NH School Voucher Plan on Schedule; Five Towns To Consider It in March

By PETER HARRIGAN
Sunday News Staff

New Hampshire's experimental school voucher project is moving ahead on schedule and will be ready for consideration next March by the five towns participating in the plan, the director of the state's new voucher office said this weekend.

"We've completed the easiest task of sizing up the towns in terms of facilities, transportation and administration," said Mel Severance, chief of the Education Vouchers Study and Planning Project Office on North Street in Manchester.

"Now we face the tougher task of determining people's feelings about education and uses of the voucher," Severance said.

The project began in New Hampshire in the spring of 1973 with astudy of the merits of letting parents use public funds in the form of redeemable education vouchers, to send their children to the public or private schools of their choice.

BUMPED BACK TO 1976

It was supposed to be underway in several school districts by this fall, but now has been bumped back to 1976, two years and $400,000 later. It will run for five years, until the summer of 1931.

Out of 19 towns that considered the voucher plan this spring, only five—Candia, Deerfield, Allenstown, Hollis and H[illegible]—voted to study and plan the voucher system.

The three supervisory unions that include the five towns have received a federal grant of $210,576, and with it set up the office that Severance heads at an annual salary of $20,000.

Other staff members include two assistant directors at $16,000 each, and two secretaries, one at $7,800 and the other at $6,850 annually.

The office has been in existance since March and Severance has directed it since the initial director left his post after the first week on the job.

The first stage of work set by Severance was completed on schedule this month. It included studies of the five districts' school populations, their school facilities and discussions with teachers and administrators on the voucher plan.

The office will issue a report next week on these subjects, plus brochures for residents of the five towns on how the voucher system works, major features of the New Hampshire plan, and a brief explanation of controversies surrounding the ideas.

In addition, a community survey will go out to the five towns in September to determine what residents expect of the voucher plan.

Severance has set December as the date for getting all plans together in final form for presentation to the State Board of Education and the National Institute of Education, which is financing the New Hampshire project through the Department of Health, Education and Welfare.

The towns will vote whether to adopt the voucher system at their school meetings in March. If they decide to go with the plan, they will receive further federal funding equal to 30 per cent of their basic operational school budgets, Severance explained.

The Voucher Study and Planning Office will also receive additional funding in the future but an amount has yet to be determined, he told the Sunday News. Present funding runs through April 15, 1976.

POTENTIAL PROBLEM

Asked what conclusions he had drawn concerning the form the voucher plan will have to take in the five participating towns, Severance said, "Frankly, I have none at this point. It's all going to be shown in the next few months as we work more closely with local residents."

Severance did mention transportation as one potential problem.

"Each town has only so many buses to so many schools. Once students decide to go somewhere else, this will take ome rearrangement," he said.

Severance said he has "no idea" as to which schools will suffer and which will experience an increase in enrollment if and when the voucher system is implemented.

"Perhaps the community survey will give us some idea on this," he said.

When the idea of the voucher system was first discussed seriously two years ago, it called for inclusion of parochial schools in any test project.

The federal government also said it would make up any "shortfalls," or funds lost by schools from decreased enrollments.

The State Board of Education, however, decided in August of 1973, on the basis of Supreme Court rulings, that any voucher plan must exclude parochial schools.

Severance also said the federal government no longer will make up any shortfalls.

"That was an early statement which was retracted. The schools involved will have no subsidies except for that basic 30 per cent incentive grant, which will come in one lump sum only once in the plan's five years. If, however, the districts decide to divide that up in the way of subsidies for schools which lose students, that is their perogative," Severance said.

Advocates of the voucher system say it would create a "free market of education" in which the best schools would prosper and those that are inferior would have to change in order to survive.

Its crtiics, spearheaded by the N.H. Education Association, say the system would create a disbalance whereby public schools would become a "dumping ground" for poorer students as wealthy parents chose private schools.

Severance said he has confronted no organized opposition from the NHEA so far in his work and that "some teachers have come up to me and expressed great interest in the voucher plan."

He said that though he and many others will have put a lo of work into planning an experimental voucher system b the time the five towns vote on it next March. "I don't have a vested interest in seeing i adopted."

"The results could be ver healthy, if the plan is adopted On the other hand, they coul be less than monumental if th towns vote against it. But don't think any one should b intimidated into voting fo something just because of a the federal grants behind it, Severance said.

CONCORD MONITOR, Monday, August 25, 1975 — 6

Report Set On Vouchers

MANCHESTER, N.H. (AP) — A report on the proposed educational voucher plan for a few New Hampshire communities should be issued next week.

Under a voucher plan, parents would be given a choice of which private or public school they want to send their children to.

The federally-funded education vouchers study and planning project office here has been studying the communities that might be involved. They are Candia, Deerfield, Allenstown, Hollis and Hooksett.

They were the only towns to agree to a study of the plan of 19 that voted on the issue this spring.

The head of the planning office, Melvin Severance, said that school populations and facilities and attitudes of teachers and administrators all were studied and will be in the report.

Next March the towns will vote on whether or not to become involved in the five-year experimental program.

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NASHUA, N. H.
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AUG 25 1975 New England Newsclip

Hollis One Of 5 Towns For Vouchers

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NEWS
GOFFSTOWN, N. H.
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N. Dept. Educ

School Vouchers System Discussed

PAGE ON

CANDIA - Your Community may become a site for the demonstration of an educational voucher system. It will have an important voice in deciding whether the demonstration will take place. This decision will ble made at the annual school district meeting in the spring of 1976.

Although we know that some children learn best in a traditional environment, others learn best in a more open environment, but most schools provide only one option.

In the past, parents who were dissatisfied with the type of programs their schools provided, had two alternatives; they could move to another, neighborhood or pay tuition at a private school. The need was felt for an alternative.

The Voucher system is an educational choice, a free market system of education in which parents and students shop for instructional programs of their choice. Your district is one of the five participating in study and planning for a demonstration of the educational voucher concept in the N.H. communities of Allenstown, Candia, Deerfield, Hollis and Hooksett.

The four common features of the voucher are:

1. The school district gives the parents a voucher (a document worth a certain sum of money which can be spent for a year's education.)
2. Parents choose the school their children will attend.
3. Both approved public and private non sectarian schools are eligible to enter and compete in the voucher marketplace.
4. Schools survive only if they receive enough income to pay their expenses.

Parents will be able to apply to the school which they think will best meet the needs of their child. The schools will tend to listen more closely to what parents want and be more responsive. If the parents feel the school is not meeting the needs of their child they may want to send the child elsewhere.

Voucher Interviews Set For Allenstown, Deerfield, Hooksett

By ASHER S. KNEELAND

Door-to-door interviews on voters' feelings on the education vouchers plan will be held within the next few weeks in three Capital Area towns.

The first set of three planned flyers is being sent out to voters in Allenstown, Deerfield and Hooksett. Those are three of the five towns in the state which agreed to a study phase of the vouchers program. The towns will vote next March on enacting the vouchers.

The vouchers program would let parents choose schools other than the town public ones for their children. A voucher in this system would be a document worth a sum of money for education.

The N.H. Education Vouchers Study and Planning Project office in Manchester has also issued a 146-page Phase I interim report on studies of the five school districts' populations, school enrollments, busing and general information on the town.

Barbara A. Rousseau, an assistant project director, said a decision on bids for the survey will be made soon. She said 100 to 150 persons in each town will be interviewed.

Other towns in the study are Candia, which forms the southeast corner of a block with the Capital Area towns, and Hollis, by Nashua on the Massachusetts border.

According to the report, the project has done community and education profiles of the districts, identified all education alternatives available, established community information programs and designed community surveys, developed mechanisms to guarantee every student a choice of at least two schools and evaluated transportation systems. It also will project additional transportation costs.

The project office will get all plans together in final form in December for presentation to the N.H. Board of Education and the National Institute of Education, (NIE), according to Melvin J. Severance III, project director. The NIE is financing the N.H. project through the U.S. Department of Health, Education and Welfare.

The N.H. project office was set up through a federal planning grant.

The voucher project office has already asked towns near the five voucher-study districts if they would accept students. Nine of 11 superintendents responded, covering almost 60 schools.

Two superintendents gave approval, two denied permission, one said case-by-case consideration would be given and four said school boards would have to decide.

The voucher system would allow students to be sent to nonsectarian private schools but not to parochial schools. The private schools must be state-approved.

A potential problem with transportation, Severance said, is caused by each school district's having only as many buses as needed now. Students going to other schools in a vouchers program would mean some rearrangement.

Allenstown, according to the report, leases three buses from Orrin Connell of Merrimack with two buses making two trips morning and night and one making three. The town buses 57 per cent of its 529 pupils. High school students go to Pembroke Academy without busing.

Allenstown cost for busing in 1974 was $16,178. Cost per vehicle, a figure developed for this report, was $6,208.

Deerfield leases three Connell buses for a total of five runs, including part of one run taking high school students to Manchester. Other high school students go to Northwood and Raymond on those districts' buses and others to Pembroke and Durham, providing their own transportation.

Deerfield spent $19,477 for busing in 1974. Cost per vehicle was $7,941.

Hooksett leases eight buses and owns one. Six of the vehicles make multiple runs, complicated by the Merrimack River bridge, being closed to heavy traffic. School officials said some high school students are bused to Manchester.

Hooksett spent $59,016 for busing in 1974. Cost per vehicle was $7,377.

Hooksett has three schools covering Grades 1 through 8 and sends most high school students to Manchester. Deerfield has one school with Grades 1-8 and sends high school students to five other communities. Allenstown has two schools for Grades 1-8 and sends most high school students to Pembroke.

The five towns involved are in three supervisory school unions, 53, 15 and 41, which received a federal grant of $210,576 for the planning study and established the project office.

Salaries of the project office's present employes take $66,660 a year. Actually, salaries account for a bigger slice than that, as the first director, Robert Shipman, was on the job from February to April 1975.

Severance said he and the other four employes will be paid for about a year out of the planning grant. Severance is paid $20,000 a year. Each of two assistants gets $16,000. One secretary gets $7,800 and the other, $6,860.

An executive board made up of one school board member from each town involved oversees the project office.

CONCORD MONITOR, Thursday, Sept. 18, 1975

Report Profiles Towns In Voucher Plan

The report compiled by the staff working on the education voucher system proposed for Allenstown, Hooksett and Deerfield includes data on characteristics of each town — size, family income, population mobility and housing standards.

Allenstown, population 3,397 is, according to the report, a "small densely populated community covering 20.6 square miles . . . ."

The 1974-75 Allenstown school census had 831 students attending schools within the district.

The town has 77.3 per cent N.H. born residents, well above the 58.2 state average. More than a quarter of the town's residents have lived in the same house since 1949 or earlier.

The 831 year-around housing units include more multiple-family and mobile homes than elsewhere in the state. Housing standards are better than the statewide ones except for baths, according to the report.

The town has 112 persons in families below the poverty level and 116 families and 11 individuals getting welfare or public assistance. Allenstown's median family income is $9,622 a year, just below the state average of $9,698. No family has an income of $50,000 or more.

The report states Allenstown is "experiencing a steady increase in population which begin in 1968 and at present shows no sign of decreasing."

Deerfield, population of 1,559, has a population density of about 20.7 persons for each of its 51.9 square miles, compared to the state average of 81.7 persons.

Deerfield's 409 year-around housing units are headed but all below state averages in percentage of homes having plumbing.

The town has 122 persons in families below the poverty level, but not one person getting public assistance or welfare. Median family income is $10,196, above the state median. No family makes $50,000 or more a year.

Deerfield, the report says, is a steadily-growing district with a slowly-increasing birthrate where population and school enrollment will be faster than normal growth.

Hooksett, with a population o 6,808, has 150 persons for each square mile, almost twice the state figure. It is the most densely-populated of the five towns that are considering the vouchers plan. It has 18.1 per cent of its population who have lived in the same homes since 1949 or earlier.

Hooksett has 1,677 year-around housing units and nearly 80 per cent of them are single-family units. Percentage of "poorly accommodated" homes is a little less than that of the state.

Hooksett has 343 persons in families below poverty level and 266 families and 10 individuals getting public assistance or welfare. Median family income is $10,456, while 51.9 per cent of families are between $10,000 and $25,000. Six families have incomes of more than $50,000 a year.

Hooksett shows a continuing population increase, but first-grade school enrollment drops started in 1971. These figures make estimating future school enrollment the hardest in the five towns, according to the report.

- CONCORD MONITOR, Thursday, Sept. 18, 1975

OBSERVER
SALEM, N. H.
W. 5,265

JAN 6 1976 New England Newsclip

New educational package explained to school board

N Dept educ

The New Hampshire Voucher Model, as explained to the Salem School Board last week by Prof. John Menge, isn't anything new to the Granite State. It is, however, different.

The Dartmouth College professor said several aspects of such a model have existed in New Hampshire for "at least 50 years". If there is no high school in a given town, he stated, students are eligible to attend a high school in another town. The hometown thus pays a tuition to another town.

Pelham was such a town, until a couple of years ago when they built their own high school. Most of the students attended Alvirne High School in Hudson. Another example, continued Prof. Menge, is his New Hampshire town of Lyme.

The Dartmouth faculty member addressed the board during its information and proposals portion of the public session, held last Tuesday evening in the high school media center. The board is scheduled to vote next Tuesday evening whether or not to place a warrant article on the March School District Meeting asking voters to consider the voucher test plan.

While some aspects of the N.H. model are similar to the proposal defeated by voters last March, many other facets are different this time.

The entire Salem School District (all schools governed by the Salem School Board), for instance, "would be a single alternative from which to choose", according to Prof. Menge. In other words, a parent cannot decide to send his child to the, say, North Salem School instead of the Fisk School.

At least five other New Hampshire school districts are included in consideration of the current New Hampshire Voucher Model, a proposed five-year test, sponsored by the National Institute of Education. NIE, however, cannot at this time guarantee 100 percent that they will fund the project for the whole five years. Such information, though, should become available in the next few months, adds Menge.

With the New Hampshire Model, explained Mel Sverence, local project director, students could travel to schools outside of the Granite State, including Massachusetts schools.

The voucher plan, stated Prof. Menge, is an "alternative means of financing education". And it allows parents to decide and choose the type of education for their children.

MANCHESTER UNION LEADER - FEBRUARY 2, 1976

Voucher Meeting Set for 5 Towns

The local education vouchers study and planning project office staff is scheduling public information meetings on the New Hampshire Education Voucher Demonstration for residents of five area towns within the next two weeks.

Allenstown, Candia, Deerfield, Hollis, and Hooksett have been studying and planning for an education voucher demonstration to be implemented in the fall of 1976 if the voters issue a positive mandate at their annual school district meetings in March.

To facilitate an informed vote at these school district meetings, the local project staff encourages the residents of these five area towns to attend their respective public information sessions.

The schedule for the five towns is as follows:

Allenstown: Tuesday, Feb. 10, 7 p.m. in the Allenstown Elementary School gymnasium.

Candia: Thursday, Feb. 5, 7 p.m. in the Moore School gymnasium.

Deerfield: Wednesday, Feb. 11, 7 p.m. in the George B. White School cafeteria.

Hollis: Monday, Feb. 9, 7 p.m. in the Hollis Middle School gymnasium.

Hooksett: Friday, Feb. 6, 7 p.m. in the Fed. C. Underhill School cafetorium.

CONCORD MONITOR 2-11-76

Response Negative At Voucher Meeting

ALLENSTOWN — This town and Candia will be the only towns of five considering a proposed education voucher plan to let voters decide the issue at school district meetings this year, a state voucher official reported at a meeting last night.

Melvin Severance, N.H. voucher project director, told Allenstown voters a sixth town — Salem — has decided to consider the project. He said Salem is awaiting budget committee action.

Most of the 40 persons at the Allenstown meeting were against the plan from questions and comments made, according to Supt. Gerald Croteau.

Severance congratulated the Allenstown Budget Committee and school officials for leaving the voucher question open to a district vote.

He said budget committees in Deerfield, Hooksett and Hollis had killed such votes through failure to recommend. Candia does not have a budget committee.

Gerald Lavoie, Allenstown School Board chairman, spoke against the voucher plan, because of cost.

The project would allow parents to have places other than local schools to send children to.

Total first-year Allenstown cost would be $406,496 with federal funds to provide an estimated $304,317, leaving $102,179 to be paid by the district.

Severance said the federal aid for this federally-inspired program would be for five years, with the only changes being increases or decreases based on what the district voted for a school budget.

The voucher study office which Severance directs has estimated Allenstown would have 61 of 639 elementary school children and 4 of 230 high school students going outside the area the first year on vouchers.

CONCORD MONITOR - February 12, 1976

Vouchers Topic Tonight

HOOKSETT — A Hooksett meeting on the proposed voucher project, postponed from Friday, will be held tonight at 7 in Memorial School.

The project — under study by Hooksett and four other towns for more than a year — proposes that education vouchers be given parents who wish their children to attend schools outside their home districts.

Hooksett will not be able to vote on the proposal at school district meeting next month, as the budget committee voted not to recommend the expenditure. The committee vote was taken at the end of a long meeting held last Friday, the same meeting which postponed tonight's meeting.

Melvin Severance, director of the N.H. Education Vouchers Project office, said a project study showed Hooksett would probably have 59 of 750 elementary students and 39 of 470 high school students going outside the area on vouchers.

Severance said the project would not prohibit sending students to sectarian schools, but he thought several organizations would challenge vouchers' being used for sectarian schools.

He said he had not meant quite what some Allenstown residents understood him to say at an Allenstown meeting Monday. Some voters there said they thought Severance said students could be sent to sectarian — such as parochial — schools until challenged in court.

Allenstown and Candia are the only towns that will vote on vouchers at school district meetings.

Deerfield Discusses Vouchers

DEERFIELD — A meeting on the proposed voucher project in Deerfield was held last night in George B. White School with about a dozen persons attending.

The town budget committee had not recommended the expenditure to start the project and the school district cannot vote for the project at the annual meeting next month, according to Melvin Severance, state voucher project director.

The project would provide vouchers worth money toward education to allow parents to send children to schools outside their home districts. The other schools would have to agree to accept the children.

Severance said a study showed an estimated 63 of 270 Deerfield elementary students would attend other schools if vouchers were voted in.

He said Deerfield already has a "voucher program without vouchers" for high school students, sending students to six different high schools.

The Haverhill, Mass., Gazette, Tuesday, February 17, 1976

Voucher demonstration planned

SALEM, N.H. — Salem voters will soon receive information regarding possible implementation of a voucher plan for local schools.

The school board voted to take part in the study in January and has since joined five other school districts in the state to study and plan for the New Hampshire Education Voucher Demonstration, as it is formally titled.

If voters approve of the voucher system at the annual School District meeting March 20, the system goes into effect in September.

Rebecca Furie, site officer for the project, explained the voucher system this way, "An education voucher is a certificate given to each parent or guardian to pay for his or her child's education. Under the demonstration, parents may choose to educate their child at the neighborhood school, at another school within or outside the school district or they may apply the value of the voucher toward education at a private school. All schools accepting students under the voucher system must participate in the evaluation of the total educational plan."

Furie said a series of mailings explaining the concept is scheduled along with public information sessions.

Persons interested in more information may go to the voucher office at the Woodbury School, or telephone 893-3503.

Page 12 — SALEM OBSERVER — February 18, 1976

Voucher plan explanation ready for Salem people

The Salem School District has joined five other New Hampshire school districts in stydying and planning for the New Hampshire Educational Voucher Demonstration. The study, which will be completed prior to the annual school district meeting on March 20, will provide voters with the information they need to decide whether to approve participation in a demonstration of education vouchers. If approved, the demonstration would begin in September, 1976, and run through June, 1983.

An education voucher is a certificate given to each parent or guardian to pay for his or her child's education. Under the demonstration, parents may choose to educate their child at the neighborhood school, another school within or outside the school district or they may apply the voucher value toward education at a private school. All schools accepting students under the voucher system must participate in the evaluation of the total educational plan.

The Salem School Board voted in January to take part in the study after discussions with representatives from the New Hampshire State Board of Education.

As part of the study of the plan, a survey will soon be made to determine the attitudes of Salem parents toward the use of vouchers and toward their educational system.

"Salem residents can look forward to learning a great deal more about education vouchers in the up-coming weeks," commented Rebecca Furie, site officer for the study. A series of mailings are planned to acquaint voters with the concept of education vouchers. Public information sessions will provide a forum for interested individuals to learn more about the demonstration.

A local office was opened recently at the Woodbury School. Salem residents may call Ms. Furie at the school, 893-3509, for more information.

SALEM OBSERVER FEBRUARY 25, 1976

As 'local' as possible

There is nothing "routine" about the educational voucher test question.

It is a different kind of question than voters are in the habit of making each March; and it has to be considered against a broad chronological background.

It is historic in its dimensions.

Budget Committee Chairman Ralph Brandano is to be commended for his unusual ruling, moving the article to the top of the agenda for tonight's public school district budget hearing.

The ruling is a clear indication that Chairman Brandano accepts the voucher question as "different" than the run of the mill issue; and that acceptance goes a long way toward giving it a fair shake.

While the decision facing Salem voters in March (if the Budget Committee allows it to come to the floor) is not in itself far-reaching, it would open the way to a test of an idea which could eventually make a significant change in public education in America.

The question we are being asked is only hether or not to permit a test — and it is essential to keep that fact clear — but without such a test the long neglected idea cannot hope to get off the ground.

What is the idea, essentially?

It is simply a means whereby the competitive force of the "marketplace" can be brought to bear on the most important social function we have as civilized people: the ongoing education of our children.

It sets the machinery of supply and demand to work on the educational process.

One powerful obstacle in the path of the voucher test is inertia — the reluctance to change a school system of which most of us are proud — the tendency to stick with what we've got, for fear of fall backward.

The older a civilization gets the more apt it is to suffer intellectual hardening of the arteries.

The voucher proposal is important enough to be seen in the broad spectrum of New Hampshire history.

There have been three major questions over the years: Is the education of our young people a roper social function? If so, how do we pay for it nd who foots the bill? And perhaps most important, who should hold control?

The first of those three questions was answered early in New Hampshire, and the answer adopted at Hampton on May 31, 1649, has gone unchanged.

Education was seen as a proper social function, and the voters of Hampton hired John Legat "to teach and instruct all the children of . . . our Towne, both mayle and femaile (which are capable of learning) to write and read and cast accounts (if it be desired.)"

Who should pay for it? The question is not so easily answered. Should schools be supported by the community, or entirely by the parents of the children to be taught?

New Hampshire has opted for the former, and the idea was reaffirmed after the Revolutionary War when the legislature voted that public schools should get a fixed proportion of the total tax dollars raised.

The control question has been most difficult of the three. New Hampshire has been agreed (as, fortunately, has the nation) that control should be kept at the local level.

But how local?

It was enacted in 1805 that towns could divide themselves into districts, which moved control forward to the neighborhood level; but it was voted in 1845 to allow contiguous districts or even adjoining towns to get together as unions, and that meant a modest shift in the opposite direction.

The most recent statewide trend has been away from the "local" level toward cooperative districts, or regions, and Salem's success a few years ago in becoming a supervisory union in itself was contrary to that trend.

The voucher idea is to move control as far in the "local" direction as possible, making the individual parent or student the decision-making unit in place of the neighborhood, or the town, or the region, or the federal government, which lies at the other end of the scale.

Observer
Salem, N.H./ March 3, 1976

MAR 22 1976

Voucher test will go to voters at school meeting

School district voters here will have a chance to act on the voucher test proposal later this month.

The Budget Committee gave them that opportunity with a unanimous vote during final action on the school budget and warrant last Friday night.

The voucher test staff, headed by Melvin Severance as director, is hard at work this week [illegible]paring an all-out program to [illegible] voters here what it's all about.

Mr. Severance spoke to the Kiwanis Club during a meeting at Chris Leone's Fireside restaurant Monday night.

He is scheduled to meet with the owners of private pre-school educational programs at the Ramada Inn today from 1 until 3 p.m. The purpose of today's meeting is to bring the pre-school people up to date on where they would fit into the program if voters agree to the federally-funded test.

A public presentation, built around a panel discussion, is scheduled for the Salem High School media center Thursday, March 18.

A second public event is being planned, although the date has not yet been chosen. It will deal with the specifics of the proposal, whereas the panel presentation March 18 will cover the long-range as well as the short-range aspects.

"We're hard at work right now on a questions and answers mailing to be made to every home in Salem within the next

continued on page

VOUCHER TEST
continued from page 1

two weeks," Mr. Severence said Monday.

A total of nine bound copies of the Voucher planning group's phase two report—the most concise printed explanation yet drawn up of the so-called "New Hampshire model"—have been made available at Kelley Library. Additional copies of the report are available to the public at the office of Superintendent Paul O. Johnson.

Library director Ed Reed said Monday one of the nine copies is being held as a reference book, but the other copies will circulate just as any library book would do.

The Budget Committee's decision to let the question go to voters was made first at the conclusion of a long public airing of the idea during the public school budget hearing a week ago tonight.

Melvin Severance explained at that time that the proposal would be "dead" for all practical purposes, whether the fiscal group disapproved it or submitted it to voters without recommendation. The latter action would have allowed debate, but would have prevented voters from appropriating the $1.8 million which the National Institute of Education stands ready to provide for the proposed five-year test.

Without the federal funds to cover the cost of vouchers cashed outside of the present public school system, the test would be impractical.

The preliminary vote a week ago tonight was 6-0-1 with Arthur Campbell abstaining and with Elmer Bussey absent.

The final vote Friday night was unanimous.

Chairman Ralph Brandano has made it clear the unanimous vote is not to be considered a categorical endorsement of the article.

It was made a part of the record that the sole purpose of the vote was to allow citizens to make a final decision on acceptance or rejection of the voucher test.

The New Hampshire Sunday News
March 7, 1976

Deerfield Votes Record Budget

DEERFIELD, March 6 — About 135 voters, on hand for the annual school meeting for this town of 1,800 persons, gave voice-vote approval for a record school budget: $468,611.

School Board chairman George Menard said the meeting went smoothly as the citizens voted on six separate articles, three of them brought in as the result of petitions.

Menard said the articles were handled routinely, with little controversy. He said one article calling for the town's adoption of the state-sponsored school voucher plan was defeated, partly because it would have exceeded the budget by 10 per cent but, primarily, because Deerfield already has a high school voucher plan.

The New Hampshire Sunday News
March 7, 1976

Allenstown's School Budget Cut $30,000

ALLENSTOWN, March 6 — Voters were in a negative mood at the annual School District meeting and arbitrarily cut $30,000 from the operating budget—which may mean dual sessions—and killed a $406,496 warrant article adopting the Education Voucher Program.

When the smoke had cleared from the often-heated meeting, a school budget of $832,037 was approved, representing an increase of $37,705 above last year's appropriation.

Also killed (51 to 40) was a warrant article which would have approved an in-service training program for local teachers.

Less than 100 persons were on hand for the 2½-hour session which, at times, was stormy enough for moderator Armand Dugas to do a bit of gavel-rapping.

Other articles approved included one which authorized the expenditure of $9,500 from the Capital Reserve Fund for constructing and equipping an athletic area behind the elementary school, where the district meeting was held.

Also approved was an article to hold the election of School District officers at the same time as town officers, although by separate ballot.

Those attending were pretty heavily divided on the question of appropriations. At one point, a motion was made to cut teacher salaries by 10 per cent. At the moment, the town has 26 full-time and three-part-time teachers.

The first vote resulted in a 44-44 tie, as some did not vote. On the second count, the move to cut salaries was killed 50 to 47, but not without a lot of noisy challenges.

A demand for a secret ballot on the question was ruled out of order by the moderator.

When it got down to the question of the budget, a move was made to cut it by $30,000. The moderator ruled that it had been killed by voice vote. However, a division vote was called for and the cut was approved, 54 to 44.

Where the cuts would be made was left to the discretion of the School Board, which indicated it may have to discontinue rental of St. Jean de Baptiste Church facilities and go to dual sessions.

Under "other business," a motion to hold the school meeting in conjunction with the town meeting was defeated.

Three motions, however, were passed. This included having people go through a checklist at the next school meeting to verify their residency, having an attorney present to answer legal questions and itemizing school expenditures on the next town warrant.

THE NEW HAMPSHIRE SUNDAY NEWS, Manchester (N. H.) — Sunday, March 7, 1976

ALLENSTOWN school board members took it on the chin at the annual School District Meeting yesterday. Reviewing appropriations are, from left: Gerard Lavoie, chairman; Romeo Descoteaux, and Armand Dupont. Less than 100 residents killed a half-million dollar voucher system proposal, and cut $30,000 from the school operating budget.—(Photo by Barry Palmer)

Salem School District Approves $6,476,198 Budget

By PHIL DENIS
Sunday News Correspondent

SALEM, March 20 — Four hundred residents turned out here at the Salem High School auditorium this afternoon for the annual School District Meeting and approved an operating budget for the upcoming year of $6,476,198.

The budget figure originally proposed by the Budget Committee called for an appropriation of $6,458,198, but a motion brought forward by School Board member Bernard W.M. Campbell to appropriate $18,000 for a printing press for the graphic arts department of the high school was passed in a voice vote.

Supt. of Schools Dr. Paul O. Johnson told the voters that the budget includes a $650 raise for teachers in the district, this figure being approved jointly by the Budget Committee and School Board.

The vote to adopt the Education Voucher Program for the next school year involved more than two hours of discussion on this article alone. The entire meeting took less than four hours.

The residents were being asked to appropriate the sum of $1,876,956 to fund the Education Voucher Program, but the gathering was told this money would not be raised through taxes, but instead would come from the National Institute of Education over a five-year period, approximately $375,000 for each year.

When a voice vote was declared too close to call, Moderator Michael Seiler asked for a standing vote, where results showed 117 residents in favor while some 252 persons were opposed to the article.

In other articles dealt with this afternoon, voters turned down a request for $2,570 for the purpose of establishing a tennis team at the Salem High School while an article for $1,800 for a golf team also was defeated.

The petition article of Geoffrey M. Bird to raise and appropriate $98,400 to implement a teacher pay raise comparable to that given to the town employes was quickly defeated in a voice vote. This article was disapproved by the Budget Committee.

Other articles on the eight article school warrant for the routine operation of the school dictrict were passed with no problems.

Concord Monitor - April 2, 1976

3-Year, $450,000 Voucher Plan Dies

By TOM FERRITER
Monitor State News Service

New Hampshire's experiment with education vouchers — once hailed as the beginning of an innovative system of financing public education and giving parents more control over their children's education — has died after three years of study.

The death-blow to the voucher program was dealt by voters at the Salem school district meeting March 20, with the defeat, by more than a 2-1 margin, of a proposal to put the voucher plan into operation in the fall.

The Salem defeat of vouchers was the sixth in the six New Hampshire school districts which had agreed to study the program.

Officials who have worked with the voucher program at the state and local levels now are trying to figure out why, after nearly $450,000 was put into study and research, nobody wanted to adopt the new education financing system.

In the voucher system, parents of school-age children would have been given vouchers equal in value to the average cost of educating a child in the local public school system.

The vouchers could have been used to finance a child's education in any certified public or private school that would accept the child as a student. Parochial schools would not have been allowed to cash the vouchers.

School districts participating would have received sizable federal grants to pay for administrative costs, transportation expenses and new public education programs.

To many, vouchers appeared to be a good deal — both financially and educationally — for local school districts.

Parents could send their children where they wished and districts would receive incentive money to develop new programs internally.

Still, voters in Allenstown, Candia, Deerfield, Hollis, Hooksett and Salem refused to buy the idea.

William P. Bittenbender, chairman of the N.H. Board of Education and a major backer of the voucher experiment, blames defeat of the plan on lack of forceful salesmanship, voter apathy and resistance to change.

In Salem, where the program finally died, Bittenbender says only about 3 per cent of the town's registered voters showed up to vote at the district meeting.

Melvin J. Severance 3rd, local project director for the six districts which considered putting vouchers into operation, has listed about 10 reasons why voters would not accept the experimental plan, most revolving around confusion or disinterest in the idea of vouchers.

"It would be nifty," Severance says, "if we could find one group that killed it or one issue that caused it to fail, but there doesn't seem to be just a single factor."

William Milne, head of the state education department's voucher office, says vouchers died mostly because of "fear."

"There was fear of possible financial impacts on local schools and fear of any unknown quantity in the educational system," says Milne.

There were other fears, too. While the whole idea behind the voucher plan was to give local people more control over what happens in their schools, many voters seemed to equate federal money for the experiment with the threat of federal control over education.

Yet another factor cited by Severance and Milne is that parents and voters in the six target districts appeared to hold generally-favorable opinions of their local schools and were not eager to change them.

Comprehensive public-opinion polls conducted by voucher planners showed no widespread discontent with present operations of local schools and little public desire for major changes.

Says Bittenbender, "People in New Hampshire tend to be very possessive about their schools" and tend to be suspicious of new ideas coming in from outside.

On balance, however, vouchers never became the controversial issue many educators and officials believed they would be.

Although billed as an idea that could bring fundamental change to the way education is financed and how education decisions are made, vouchers never attracted large crowds to public hearings and drew even smaller crowds to school meetings.

Severance points out few of the communities studying vouchers had citizen groups organized around education issues and the voucher idea never ignited any local organizing either for or against the proposal.

"I was amazed," Severance says, "at the fact that some of these towns didn't even have a PTA-type organization."

Although Severance fears years of work and $450,000 in study may have been wasted, Milne and Bittenbender hope vouchers may rise again.

"I wouldn't write an obituary for vouchers yet," Bittenbender says, noting local schools could still put vouchers into effect on their own resources, without any federal help.

Far from giving up on vouchers, Bittenbender says he and other N.H. Board of Education members are searching for ways to keep the idea alive, even without federal funding.

The Lowell Sun

Fear of unknown scuttled school voucher program

4/7/76

By TOM BORDEN
Sun Staff

PELHAM, N.H. — "It was fear . . . at least as I see it . . . fear of an unknown quantity that might hurt their school system. Sure the taxpayers might criticize their own school systems, but they were afraid it would somehow get worse rather than better."

That's how William Milne, director of the soon-to-be-closed New Hampshire state voucher office, figures the proposed experimental voucher program was defeated.

The vouchers would have enabled parents to send their child to another, possibly superior public school system, the tuition to be handled by federal government vouchers. Secular schools were not included under the voucher plan.

But the voucher program will not become a reality. In February of 1974, the state voucher office was established, but long waits between government funding awards and actual payments discouraged at least two of the original seven communities who had shown interest in the program. Amherst and Brookline opted out of the program, leaving Allenstown, Candia, Deerfield, Hollis and Hooksett.

Salem was to join a while later.

But, according to Salem schools' asst. superintendent Bruce McKenne, Salem never really supported the program to begin with.

"Two years ago, the idea of a test for the voucher program was rejected here," recalls McKenne, "but the school committee appointed a study committee to see if Salem should join the program."

After two hours' worth of discussion at the Salem town meeting this past March 20, the school district voted against participation in a voucher program by a 2 to 1 vote.

"There was a fear of change . . . as well as financial fear. People felt that Salem might lose students, which may or may not have been a realistic event to expect, but whatever it was, the town couldn't support the idea of putting education on the marketplace as a commodity."

Local Supervisory Union Superintendent Henry LaBranche offered another interpretation of why Salem turned the program down: "I don't think the parents really had much for alternatives there. And if they had wanted to take on students, they couldn't because they're at mazimum enrollment."

LaBRANCHE WAS skeptical of the voucher idea when it was first presented, leery that the program would wreak havoc upon budget planning requests. Also, the question of whether parents could competently evaluate which school systems offered "more quality education" for their children.

William Bittenbender, state chairman of the Board of Education, credited the program's defeat to "voter apathy, resistance to change . . . with a not good enough sales job."

"I don't know what Bittenbender meant," said Milne, referring to the last factor cited, "it was just a bad time in this economic crunch and no one wants that element of risk."

New York Times

ES, SUNDAY, APRIL 11, 1976

SCHOOL VOUCHERS REJECTED IN TEST

6 New Hampshire Districts Bar Experimental Plan

Special to The New York Times

CONCORD, N. H., April 10—The education voucher plan designed to give parents a choice between public and private education has been turned down by voters in six communities whose school districts had agreed to study the program.

Voters at the Salem School District meeting last March 20 voted by more than a 2-to-1 margin against putting the voucher plan in operation this fall. Voters in Allenstown, Candia, Deerfield, Hollis and Hooksett previously had turned down the proposal.

The National Institute of Education provided $450,000 in September 1973 to be used to study various aspects of the voucher project.

William Milne, director of the State Department of Education's voucher office, said yesterday, "It would seem that the voucher program is done." He said that, of the $450,000 allocated to it, $360,000 had been spent.

"We anticipate there will be at least $70,000 that will be returned to the National Institute of Education," Mr. Milne said.

The program had envisioned issuing vouchers to parents to cover the cost of educating individual students. The parents then could choose either a public or a non religious private school for the education of the children, cashing the vouchers with the particular school. The New Hampsire plan would have covered 6,000 to 8,000 students.

Mr. Milne pointed out that although parochial or sectarian schools at the outset were considered to be private schools and were included in a feasibility study of the program ,they were finally excluded, "on the basis of counsel, both Federal and state."

Factors in Rejection

Melvin J. Severance 3d, local project director for the six districts, said there were many reasons why voters would not accept the plan. He felt most rejections were caused by confusion or disinterest. "It would be nifty if we could find one group that killed it, or one issue that caused it to fail, but there doesn't seem to be just a single factor," Mr. Severance said.

CONCORD MONITOR

4 Tuesday, April 13, 1976

Interest lack kills voucher plan

New Hampshire's two-and-a-half-year attempt to launch an experimental voucher plan to encourage parents to send their children to other than local schools has died for lack of interest.

Under the scheme, parents would have been given a sum of money equal to the local per-pupil cost of education if they elected to send their child or children to a non-sectarian school, either public or private.

The idea was to give parents a wider choice in selecting where their children would be educated, to encourage educational reform by stimulating schools to seek voucher-financed children and to remove the criterion of wealth in the ability of the parent to choose an institution for the education of his offspring.

The New Hampshire experiment was financed by a $450,000 grant from the U.S. Department of Health, Education and Welfare. But one criterion of the experiment was that local voters would have to approve participation in the program.

It never got off the ground in New Hampshire. Six communities agreed to study the proposal, but voters in all six rejected it. Disinterest was widespread.

The two principal purposes of the voucher plan — parental choice and encouragement of educational reform — were the leftovers after the U.S. Supreme Court, in two key decisions, shot down the original purpose of the voucher plan.

It was devised in the late 1960s as a means of salvaging financially-floundering parochial schools. As parochial schools closed, their students were disgorged on local public school systems, causing overcrowding and sharp increases in the costs of education.

The idea was not to give public aid to parochial schools, clearly forbidden by the Constitution's mandate for separation of church and state, but to give public money (vouchers) to the parents to apply to educating their children wherever they wished.

But in the hallmark case of Sloan V. Lemon, the U.S. Supreme Court in 1973 declared educational vouchers to parents of parochial school children unconstitutional.

The Court said the "intended consequence is to preserve and support religion-oriented institutions."

The decision wiped out a Pennsylvania statute that allowed $75 for each elementary school pupil and $150 for each secondary school student attending non-public schools. Simultaneously, the Court declared unconstitutional a New York law that gave a tax credit to parents who sent their children to non-public schools.

This was the real end to the voucher plan. Despite the hefty investment in the New Hampshire experiment, the idea of changing the thrust of the voucher plan to improving education ran afoul local pride in local school systems, lack of understanding and skepticism that the stated aims would be realized.

The public reaction, such as it was, is understandable. Why, the taxpayers asked themselves, should we pay out our money to encourage educational improvement elsewhere, when we can use it to improve education here?

The New Hampshire experiment wasn't helped by the fact that political cronies of the governor were named to fill some of the jobs in the program, instead of educational innovators.

William P. Bittenbender, chairman of the State Board of Education, says, despite the setback he hasn't given up on the voucher plan.

But he acknowledges it may have to be done without federal funding. And that brings us up short. It may be a laudable experiment, but with so many other state programs, particularly in the category of human needs, starving for lack of money, our inclination is to say, forget it.